Treasury Board of Canada Secretariat | Secrétariat du Conseil du Trésor du Canada

N F O C f g r o u p

Attitudes Towards The Use Of Both Official Languages Within The Public Service Of Canada—VOLUME I

Quantitative Report

August, 2002

M0425/PFD

Prepared by • Préparé par

NFO CFgroup

Presented to • Présenté à

Treasury Board Of Canada, Secretariat
Commissioner Of Official Languages
Communication Canada
Canadian Heritage

info@nfocfgroup.com
www.nfocfgroup.com

Canada

103-06210/

TABLE OF CONTENTS

PAGE

1.0 Foreword i

A. Background Information i

1. The Official Languages Act i

B. Objectives Of The Study iii

C. General Design And Execution iii

D. Study Findings vi

2.0 Executive Summary ix

3.0 General Summary 1

A. Linguistic Profile Of The Federal Public service 1

1. First Official Language 1

2. Language Requirements Of Position 5

3. Self-Assessed Knowledge Of French And English 9

B. Language Profile Of The working milieu 19

1. Linguistic Profile Of Colleagues And Staff 19

2. The Bilingual Environment 23

C. Knowledge Of Official Languages Policies 33

1. Knowledge Of Policies 33

2. Test On Knowledge Of Official Languages Policies 41

3. True Knowledge Of Policies vs. Claimed Knowledge 44

4. Fairness Of Official Languages Policies 46

D. Attitudes Concerning Federal Government's Language Policies 50

1. Segmentation Analysis 50

TABLE OF CONTENTS
(CONT'D)

PAGE

2. **Profiling Of 6 Statements About The Community** 61

E. **Importance department places on language policies** 65

1. **Importance Own Department Places On Language Policies** 65

2. **Evaluation Of Job Own Office Is Doing** 69

APPENDIX

Copy of Questionnaires

1.0 FOREWORD

A. Background Information

Last year the Government of Canada renewed its commitment to Official Languages as a key element of Canadian society and in the Speech from the Throne, undertook to ensure that all Canadians should be able to interact with the Government of Canada in either official language. In support of this commitment, Treasury Board Secretariat, in collaboration with the Office of the Commissioner of Official Languages, Communication Canada and Canadian Heritage carried out a research project regarding current attitudes towards the use of both official languages within the public service.

1. The Official Languages Act

The Official Languages Act sets out the following regulations governing the various aspects of communication and support for the two languages.

a. Service to the Public

The Official Languages Act requires the federal government to provide services to the public in English and French at all head offices and wherever there is significant demand for such services or where the nature of the office warrants. "Significant demand" and "nature of the office" are defined in regulations, which designate individual offices to provide bilingual services. Approximately one-quarter of all federal offices must provide services in both English and French.

b. Language of Work

Public servants have the right to work in their preferred official language in regions that are designated for this purpose (parts of Northern and Eastern Ontario, the National Capital Region (NCR), Montreal, parts of the Eastern Townships, Gaspé and Western Quebec, the province of New Brunswick). In these regions, their employer is required to create a favourable

environment for the use of both official languages at work, including: supervision in the employee's language, work instruments in the language of choice, and central and personal services in the employee's language. Outside these regions, the language of work is French in other parts of Quebec, and English in Atlantic Canada, the remaining parts of Ontario and Western Canada. In unilingual regions, employees are supervised in the regional language of work, and receive central and personal services in that language. They may have access to work instruments in their preferred language if they need them to provide service to the public.

c. Equitable Participation

The Official Languages Act commits the federal government to ensuring that English-speaking and French-speaking Canadians have equal access to employment and promotion in federal institutions. The linguistic composition of the federal workforce should reflect the presence of both communities in the population.

d. Advancement of English and French

Part VII of the Official Languages Act sets out a government commitment to support the development of English and French minority communities and to foster the recognition and use of both languages in Canadian society.

B. Objectives Of The Study

Official Languages policies and their effect on the public service have been scrutinized for many years notably through the annual reports of TBS, OCOL and PCH. The present study was undertaken in order to provide an exhaustive portrait of the situation obtaining at a specific point in time, both in terms of descriptive statistics (e.g. profile of bilingualism, unilingualism, etc.) but also, and more importantly, in terms of attitudes and opinions held by public servants about Official Languages policies. Specific objectives included the following:

- determine attitudes and levels of acceptance of Official Languages policies;
- assess the degree to which rights and obligations are understood and supported;
- assess the degree of correlation between knowledge of rights and obligation and degree of support;
- assess the level of understanding and commitment to the support of official languages minority communities;
- evaluate the level of satisfaction with the linguistic duality in the public service;
- establish benchmarks against which progress can be assessed.

Other objectives were more qualitative in nature (e.g. identify and assess levers appropriate to improving attitudes and augmenting the level of acceptance and use) and will be discussed in the qualitative section of the report.

C. General Design And Execution

Treasury Board's Position and Classification Information System (PCIS) list of some 143,000 employees served as the sample frame. The list was stratified by the language requirement of the position (Bilingual, English, French) by region, first official language and size of employer. The effect of the stratification was to enhance the representativeness by reducing the sampling error within the classification variables.

Each sample element drawn from the PCIS list was matched with the Government Electronic Directory Services (GEDS) list of telephone numbers. However, because the GEDS list was non-exhaustive a number of other telephone lists had to be cross-referenced (notably for DND, DVA, IMC, PEN, REH).

The matching process between the PCIS list, GEDS and the various other lists involved a considerable amount of work as there was no unique numerical identifier to serve as a key from list to list. The matching process proved to be quite difficult and finally required a large amount of individual case-by-case matching.

Sampling was disproportionate in order to favour the inclusion of respondents in bilingual positions and also Francophones (first official language). (See Sample Distribution Table following.) The overall margin of sampling error on the full sample (5,014) is ± 1.4% and ± 2% on the Anglophone and Francophone sub-groups (19 times out of 20).

Results were weighted back to the population distribution defined in the PCIS list and are therefore representative of Treasury Board's employee database. The weighting matrix included region, first official language, language requirements of position and department size.

Sample Distribution (n)

Official Languages Investigation

Bilingual Requirement	1st Language English						1st Language French					TOTAL
	West & B.C.	Qc	Ont.	Mar.	NCR	Total	West, B.C. & Ont.	Qc	Mar.	NCR	Total	
Total	153	200	151	151	990	**1645**	150	457	151	764	**1522**	**3167**
0 – 250 empl.					241							
251 – 400 empl.					243							
401 – 1,000 empl.					244							
1,001 and + empl.					262							
0 – 300 empl.								150				
301 – 1,000 empl.								150				
1,001 and + empl.								157				
0 – 300 empl.										150		
301 – 500 empl.										155		
501 – 900 empl.										150		
901 – 2,100 empl.										156		
2,101 and + empl.										153		

English Only	1st Language English						1st Language French					TOTAL
	West	BC	Qc & Ont.	Mar.	NCR	Total	West, B.C. & Qc	Ont.	Mar.	NCR	Total	
Total	155	157	156	157	156	**781**	91	74	134	350	**649**	**1430**
0 – 300 empl.	35	35	36	35	50	191						
301 – 1,000 empl.	35	35	35	36	51	192						
1,000 – 2,300 empl.	35	36	35	35	55	196						
2,301 and + empl.	50	51	50	51	0	202						
0 – 100 empl.											165	
101 and + empl.											185	

French Only	1st Language English		1st Language French		TOTAL
	Québec	Total	Québec	Total	
Total	67	**67**	350	**350**	**417**
0 – 100 empl.	31	31			
101 and + empl.	36	36			
0 – 1,000 empl.			175	175	
1,001 and + empl.			175	175	

Total	**2493**	**2521**	**5014**

D. Study Findings

Throughout the report when any mention is made of 'Francophones' or 'Anglophones' this is a reference to the first official language and is in no way related to mother tongue or ethnicity.

Interviewing was conducted by telephone from NFO CFgroup's CATI (Computer Assisted Telephone Interview) equipped call centres in Vancouver, Winnipeg, London, Montreal and Bathurst. All French interviewing was conducted from Montreal and Bathurst. All respondents were given the choice of language of interview (English or French) and interviewers were assigned on the basis of the employee's first official language. If an interviewer was not bilingual and a respondent wished to be interviewed in the other official language, a call back was arranged to conduct the interview in the language of choice. No substitution of respondents was permitted. Since sampling had been conducted in terms of department size and geography, any respondents who had changed departments or region were abandoned.

A pre-test of 25 interviews was conducted on January 30th, 2002. Fieldwork for the study was carried out between February 5th and March 1st, 2002.

Record Of Calls

	Total Telephone Numbers (12,160) #	(100) %
Outcome:		
- # Out Of Service	206	1.7
- # Non-Residential	21	*
- Respondent No Longer Employed At That Place	347	2.8
- Respondent Changed Department/Region	157	1.3
- Refused Interview	771	6.2
- # Busy/No Reply	974	8.0
- Appointment Made But Not Completed	117	0.9
- Respondent Not Available	86	0.7
- Respondent Ill/Never Available	746	6.1
- Quota Full	3,708	30.5
- Other Miscellaneous	13	*
- **Completed Interviews**	**5,014**	**41.2**

* Less than 1%

All data was processed by NFO CFgroup's staff. Copies of the French and English questionnaires appear in the appendix.

Results are presented under the following main headings:

- Executive Summary
- General Summary
- Detailed Statistical Tables (2 volumes under separate cover)

August, 2002

2.0 EXECUTIVE SUMMARY

Linguistic Profile Of The Federal Public Service

- ✓ Overall, 32% of the public service has French as its first official language and 67% has English (1% claim both languages). Younger public servants (<35 years) are much more likely to have French as their first official language than older public servants (55+ years) — 37% French for the younger group vs. 20% for their older colleagues. Among occupation categories, Administrative Support and Administrative and Foreign Service positions include many more Francophones (39% and 36% respectively) than the other categories that range from the mid to low 20's in terms of the proportion of Francophones. Small departments with under 2,000 employees have Francophone representation approaching 50% compared to Larger departments with around 30%. As would be expected, these data closely match PCIS figures since the sample was drawn from the PCIS database, and results were weighted to PCIS population parameters.

- ✓ Just over half (53%) of positions in the federal public service are English Essential, 39% are Bilingual and the rest either French Essential (5%) or Reversible (2%). The majority of the Bilingual positions (78%) are filled by public servants whose first official language is French. Around 15% of bilingual positions in the federal public service are staffed by employees who are ***not*** bilingual according to the definition of bilingualism used for this study. In the federal public service, bilingual positions are much more prevalent in Small departments with fewer than 2,000 employees, but of course, in these departments three-quarters or more of positions have a Bilingual requirement.

- ✓ In order to be considered bilingual for this study respondents had to ***both*** understand ***and*** speak the other official language with a certain amount of ease. Using this definition, our study found that 42% of the federal public service is bilingual. Bilingualism is largely concentrated in the N.C.R., Quebec and New Brunswick. Female public servants are more bilingual than their male counterparts

(45% vs. 37%) and the young (<35 years) more so than the older (55+ years) — 54% vs. 30%. Management positions (58%), Administrative and Foreign Service (48%) and Scientific Professional (42%) are much more bilingual than Technical (27%) or Operational (19%) positions. Most employees in Smaller departments are bilingual in line with the requirements of their position.

- ✓ About 1-in-5 staff in regions designated bilingual for language of work purposes are unilingual.

- ✓ In terms of the written word in the public service, and according to the perceptions of the employees who were interviewed, 62% of the work documents received are in English only, 11% are in French only and 27% are in Both languages. Most public servants are satisfied with these proportions. Dissatisfaction is highest in Bilingual regions where 17% of public servants indicate they are dissatisfied with the linguistic proportions of their work documents. These dissatisfied public servants would like to see the proportion of English only documents reduced (by 23%) in favour of more French only (+13%) and/or more Bilingual documents (+10%)

- ✓ The asymmetric treatment of the two official languages can be noted in terms of the French only documents in Unilingual English regions (essentially none) compared to 22% English only in Unilingual French Quebec.

- ✓ French is clearly less prevalent than English in the bilingual working environment in Bilingual regions; Anglophones spend 14% of their time speaking French and Francophones spend 43% of their time speaking English. Around one-third of bilingual Anglophones are dissatisfied with the proportion of French they speak and would like to move it to around 40% (from the current 14%). On the Francophone side, the dissatisfied (around 20%) would like to speak English no more than half the time.

- ✓ Most bilingual public servants are comfortable with the use of two languages in bilingual meetings. All sources agree that in bilingual meetings about one-third of the time is spent speaking French and two-thirds speaking English. The favoured status of English in this setting is a source of frustration to a number of Francophone public servants.

- ✓ Bilingual public servants produce 30% of their work documents in French and 70% in English. Even in Quebec unilingual French regions, 32% of work documents are produced in English.

Knowledge Of Official Languages Policies

- ✓ Francophones claim more knowledge of Official Languages policies but do not, in fact, possess more knowledge than their English-speaking counterparts. In terms of the claims, 55% of Francophones say their knowledge is "complete" or "fairly complete" vs. 28% for Anglophones.

- ✓ Most public servants (60%) acquired their knowledge of Official Languages policies by reading policies or bulletins sent to them by their employers. Word-of-mouth (40%) was the second most important way of becoming informed. Doing nothing in particular (18%) was also quite popular.

- ✓ Knowledge of the Official Languages policies was as follows, ranked in order by proportion of ***incorrect*** answers:

It Is Client's Responsibility To Request Service In The Language Of Choice (Statement Is False)	
% Said "True"	79
Bilingual Services To The Public Must Be Provided In All Offices Across The Country (Statement Is False)	
% Said "True"	76
All Employees Have The Right To Work In Their Preferred Official Language (Statement Is False)	
% Said "True"	73
The Goal Of Policies Is To Make The Majority Of Positions Bilingual (Statement Is False)	
% Said "True"	33
Policies Allow Supervisors To Determine Language Of Work (Statement Is False)	
% Said "True"	25
Some Regions Are Designated Bilingual For Language Of Work (Statement Is True)	
% Said "False"	18
Language Policies Ensure Equal Access To Jobs For English And French Speaking Canadians (Statement Is True)	
% Said "False"	16
Policies Ensure Equal Status Of French And English In The Public Service (Statement Is True)	
% Said "False"	10

- ✓ Although Francophones claim more knowledge and generally express more interest in matters pertaining to language, their actual knowledge of policies was no better than Anglophones and in fact, they were slightly more likely to provide wrong answers.
- ✓ Claimed knowledge of Official Languages policies did not correlate with true knowledge. Those claiming more knowledge did not provide better answers than those claiming not much knowledge of the policies.
- ✓ About 70% of public servants feel official languages policies are fair. Feelings of unfairness are most prevalent in Alberta, Ontario, the N.C.R., Quebec City and Atlantic Canada (excluding New Brunswick).
- ✓ Reasons articulated around the unfairness of policies tend to centre on feelings of discrimination. Francophones note that English rules even in situations where French-speakers are in the majority.

Attitudes Concerning The Federal Government's Language Policies

- ✓ A segmentation analysis was conducted on the sample of public servants in order to divide them into groups based on their knowledge and attitudes about the federal government's language policies. This multivariate technique produced 7 homogeneous groups with the following characteristics:

"The Irrepressible Optimists"—16.9% Of The Population

As the name implies, this group is in favour of bilingualism and agrees with the policies. They feel the government is doing a good job and there is no reason to do more. This group is comprised largely of public servants from Western Canada and Quebec, in other words, from unilingual regions for language of work purposes.

"The Official Languages Skeptics"—10.7% Of The Population

This group is the least bilingual and the most Anglophone of the seven. As their name suggests, they tend to reject official languages policies and can be characterized by the idea that it should be French only in Quebec and English only everywhere else. This group contains a preponderance of older males (45+) and comes from Western Canada, notably B.C., and Ontario.

"The Children Of The Just Society"—17.4% Of The Population

Bilingualism promotes national unity and as far as this group is concerned the federal government should be doing more, both in the public service and in the community at large. This group contains a higher proportion of Francophones and a very strong presence from the National Capital Region, proportionately more are females under 35 years of age with fewer than ten years of service.

"The Official Languages Professionals"—12% Of The Population

This group is more knowledgeable about Official Languages policies. They feel that bilingualism and its promotion within the public service is something positive that is worth doing. The minority language group in their province is under some pressure and the federal government should be doing more. Half this group comes from the N.C.R. and more than half are males, unlike the public service as a whole. They are employed in Management, Scientific/Professional and Administrative/Foreign Service occupations.

"The Positive-Minded Interventionists"—17.4% Of The Population

This group has a very positive view of bilingualism policies and they feel the federal government should be doing more, both in the public service and in the community. Involvement in the community is not to counter some perceived linguistic threat, however, as they strongly believe that the situation of the minority has improved over the last ten years. The profile of this group is quite similar to that of the public service as a whole, certainly in terms of first official language, degree of bilingualism and sex of the respondents.

"The Cautious-Minded Realists"—13.7% Of The Population

Although this group has a generally positive view of bilingualism, and they are a very bilingual group, they do espouse the view that using both languages generates tensions and bad feelings among employees who do no speak the other language. Furthermore, this group believes that the federal government should not be doing more to support their province's linguistic minority as they feel the minority's situation has improved over the years. Many of this group come from Quebec and the N.C.R. and their view of the minority community is

focused on Quebec Anglophones, many of them occupy bilingual positions and proportionately more of this group are Francophones.

"The Worried Minority"—11.8% Of The Population

The worried status of the minority language community in their region drives this group's attitudes. They see the minority community in their province as being under a threat, its situation has not improved over the years and it is not well served by the federal government. They obviously feel the federal government should be doing more. This is a very bilingual group that occupies many bilingual positions in the public service. Many are Francophones drawn primarily from the West and the National Capital Region.

CONCLUSIONS AND RECOMMENDATIONS

Official Languages policies seek to be even-handed, although the demographic weight of English influences attitudes and behaviour. Our view, based on the survey results, is that the overall linguistic situation in the public service, although not perfect, does appear to be quite good with adequate levels of bilingualism across most entities. Linguistic tensions exist to some degree but most public servants seem to be relatively satisfied with their situation. Beyond the small minority, cynicism and recalcitrance have not set in and there still appears to be a feeling in the large majority of public servants that bilingualism is a goal worth pursuing. The reality is somewhat removed from the ideal. When bilingual Anglophones in Bilingual regions report speaking French only 14% of the time when bilingual Francophones report more than 40% English, then there is obviously some room for improvement.

After so many years one would have thought that there would be little ambiguity left around the specific language policies. This is not the case, and there is still considerable misinformation deeply rooted in the public service. Clear messages could be developed and disseminated in order to address the issues uncovered in the survey results.

In terms of their attitudes about language, public servants are clearly not an homogeneous mass but can be differentiated into smaller groups that encompass much more complex visions of the linguistic situation they face at work and in everyday life in their community.

If the federal government decides to move forward on the communications aspects of a campaign to address some of the findings, targeting of the messages to the specific attitude groupings as revealed in this research would be the most appropriate strategy.

3.0 GENERAL SUMMARY

A. LINGUISTIC PROFILE OF THE FEDERAL PUBLIC SERVICE

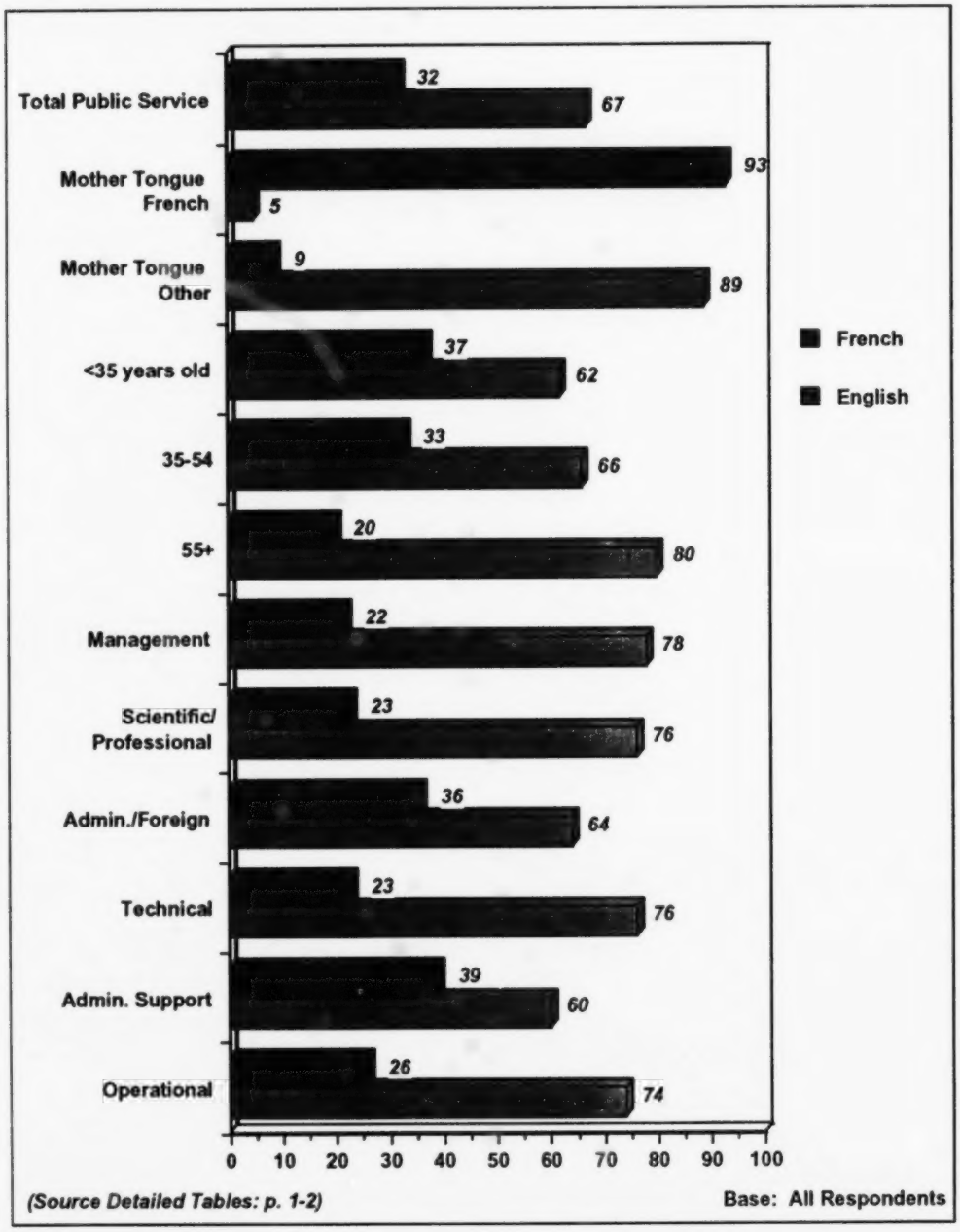
1. First Official Language

As revealed by the survey, one-third of the public service has French as its first official language. Most public servants whose mother tongue is French opt for French as their first official language (93%) but some do not (5%). Persons whose mother tongue is other than French or English opt overwhelmingly for English as their first official language (89%).

Identifying French as the first official language is clearly correlated with age, younger public servants (< 35 years olds) are much more likely to have French as their first official language than older public servants (55+ years). Certain occupations in the public service attract proportionately more employees whose first official language is French, notably Administrative and Foreign Service (36%) and Administrative Support (39%). Management positions include the lowest proportion of French first official language employees (22%). (There will be some statistical variability when comparing the sample statistics to the population parameters as described in the PCIS database. For example, PCIS calculates the proportion of French first official language at 27% in the Management category compared to the 22% found in our sample. This difference can be explained by the statistical variation associated with the small number of cases for this employment category (around 130) in the sample.)

(See Exhibit: 1-a))

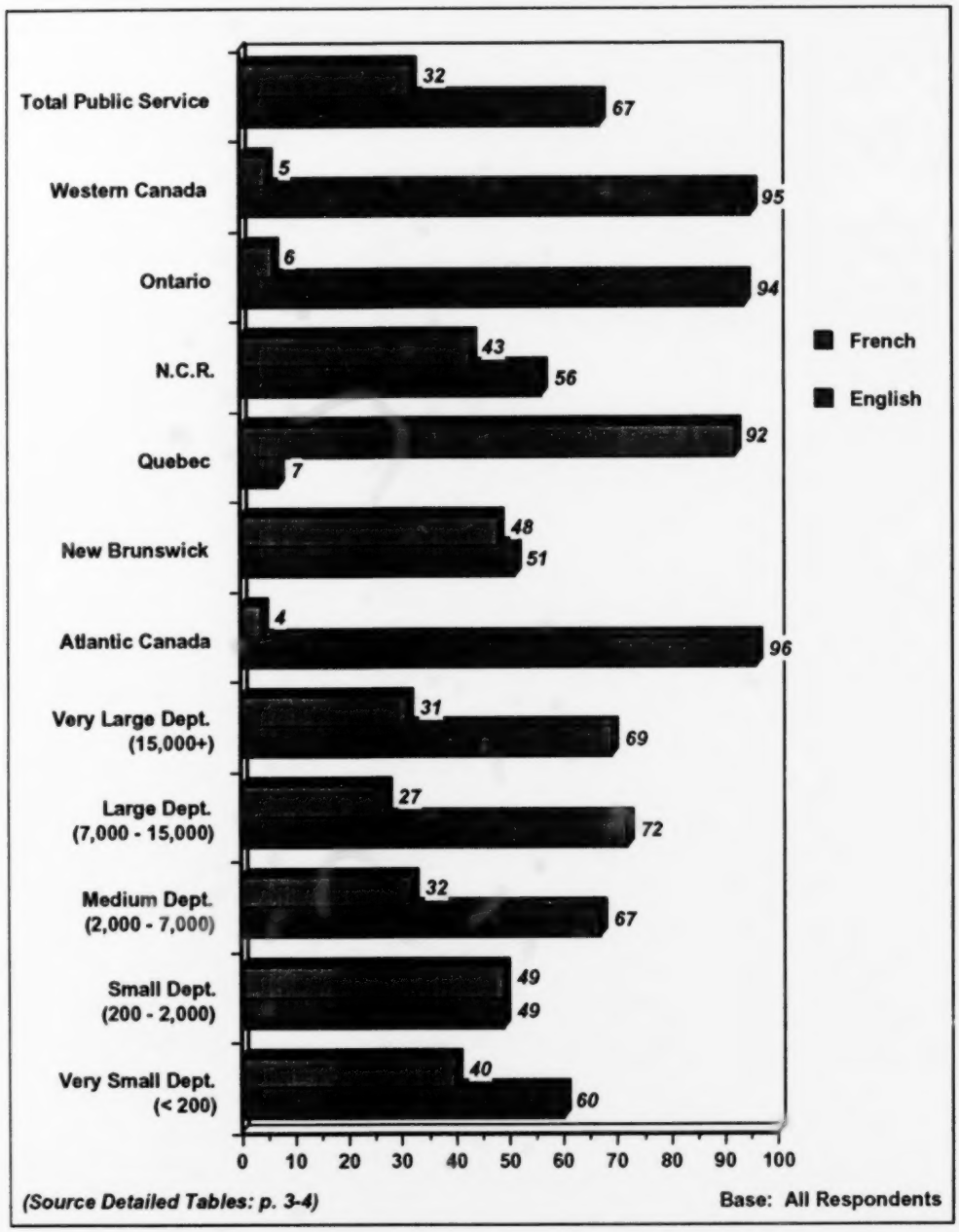
EXHIBIT: 1-a)
First Official Language
– By Demographics And Employment Category –



Western Canada, Ontario excluding the N.C.R. and Atlantic Canada are overwhelmingly English in terms of first official language (94%+). Quebec is overwhelmingly French (92%). In the N.C.R. just over 40% have French as their first official language whereas in New Brunswick the proportion is close to half for each of the two official languages. Public servants were classified according to department size and smaller departments (2,000 employees or less) have proportionately more staff who identify French as their first official language.

(See Exhibit 1-b))

EXHIBIT: 1-b)
First Official Language
– By Region And Department Size –



(Source Detailed Tables: p. 3-4)

Base: All Respondents

2. Language Requirements Of Position

Overall, just over half (53%) of the positions in the federal public service are English Essential with about 40% being Bilingual and the balance either French Essential or Reversible.

The majority of Bilingual positions (78%) are occupied by public servants whose first official language is French.

In order to assess bilingualism we asked everyone how well they understood the other official language and also how well they spoke it. In order to be classified as bilingual, the individual had to understand the other official language "perfectly" or "mostly" ***and*** speak it "fluently" or "with some ease". According to this definition around 15% of bilingual positions in the federal public service are staffed by employees who are not bilingual. (The calculation is derived as follows: in our sample, 1,967 public servants occupy bilingual positions, 288 of the respondents occupying these positions are not bilingual according to our constructed variable, therefore, 288 ÷ 1,967 = 14.6%.)

Looking at the results from another perspective (Exhibit: 2-b) opposite) 10% of public servants who said they spoke or understood the other official language with difficulty or not at all (i.e. they were not bilingual according to our definition), occupy positions with a Bilingual requirement.

(See Exhibits: 2-a)/2-b))

EXHIBIT: 2-a)
Language Requirements Of Position

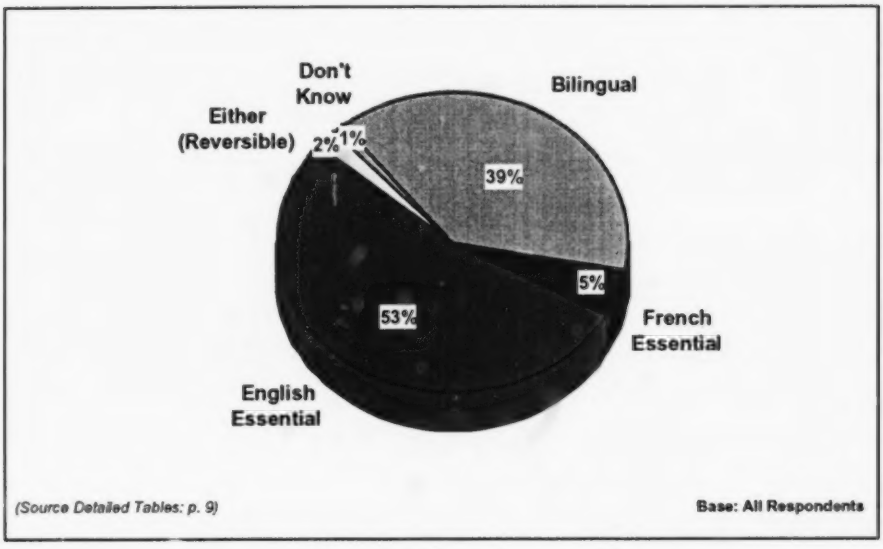


EXHIBIT: 2-b)
Language Requirements Of Position
- By 1st Official Language And Bilingualism -

	1st Official Language		Personal Evaluation Of Bilingualism	
	English (3,403) %	French (1,646) %	Bilingual (2,079) %	Not Bilingual (2,935) %
Language Requirements Of Position:				
English Essential	76	4	13	82
French Essential	*	14	3	6
Bilingual	21	78	81	10

* Less than 1%

(Source: Detailed Tables p. 9)

Nearly three-quarters of Management positions are Bilingual (72%) compared to about 1-in-4 for Technical (24%) and Operational employees (22%). These last two categories have the largest proportion of English Essential positions (69%).

Earlier we noted that only 22% of Management employees declared that French was their first official language. This signifies that many Management positions are staffed by bilingual Anglophones.

Very Large (15,000 +) and Large (7,000 – 15 000) departments have the fewest numbers of Bilingual positions (28% and 22% respectively) whereas the smaller departments have the highest proportions (three-quarters plus). From this data we can see that employees in smaller organisations have to be more linguistically versatile due to their small numbers, whereas in larger organisations staffing permits a more narrow scope since larger organisations can deal with linguistically homogeneous populations on a geographic basis.

(See Exhibits: 2-c)/2-d))

EXHIBIT: 2-c)
Language Requirements Of Position - By Employee Category -

	Manage-ment (137) %	Scientific/ Prof. (778) %	Admin./ Foreign (2,172) %	Tech-nical (633) %	Admin. Supp. (1,093) %	Opera-tional (201) %
Language Requirements Of Position:						
English Essential	25	55	47	69	54	69
French Essential	1	2	4	3	9	6
Bilingual	72	40	46	24	33	22

(Source: Detailed Tables p. 10)

EXHIBIT: 2-d)
Language Requirements Of Position - By Department Size -

	Very Large 15,000 + (1,525) %	Large 7,000– 15,000 (1,228) %	Medium 2,000– 7,000 (1,793) %	Small 200– 2,000 (404) %	Very Small <200 (64) %
Language Requirements Of Position:					
English Essential	61	60	51	20	11
French Essential	8	5	2	2	2
Bilingual	28	32	44	74	80

(Source: Detailed Tables p. 13)

3. Self-Assessed Knowledge Of French And English

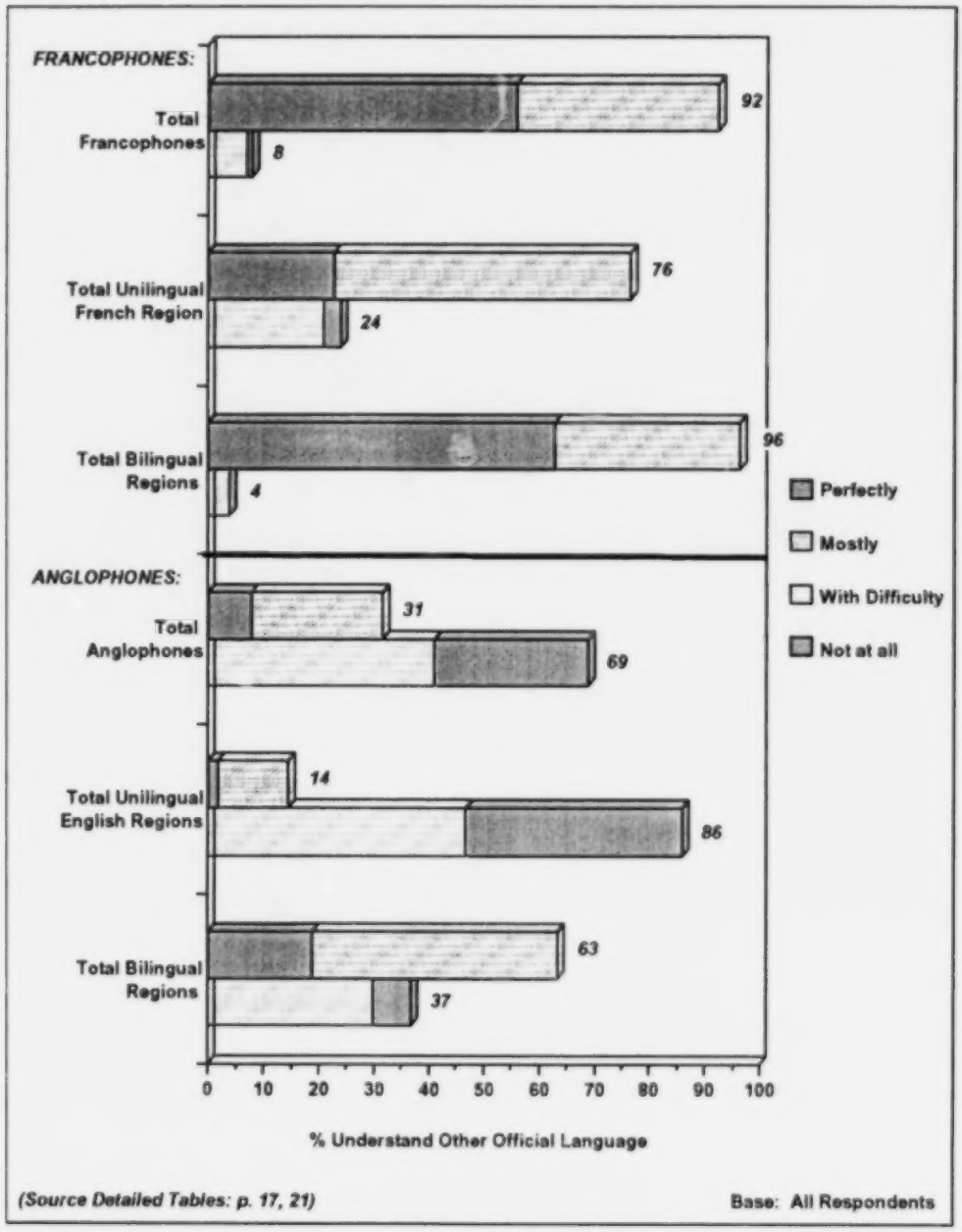
Self-assessed knowledge of the other official language is very asymmetric in the federal public service. Most Francophones (i.e. in terms of their first official language) can understand/speak English whereas only about one-in-three Anglophones can do so for French.

In the Unilingual French regions, three-quarters of public servants (76%) claim to **understand** English "perfectly" or "mostly". This is in marked contrast to Unilingual English regions where only 14% of public servants claim to **understand** French.

In Bilingual regions, nearly all Francophones (96%) claim to understand English ("perfectly" or "mostly") compared to 63% for Anglophones in terms of understanding French.

(See Exhibit: 3-a))

EXHIBIT: 3-a)
Self-Assessed Knowledge Of Other Official Language Among Public Servants – Understand –



(Source Detailed Tables: p. 17, 21)

Base: All Respondents

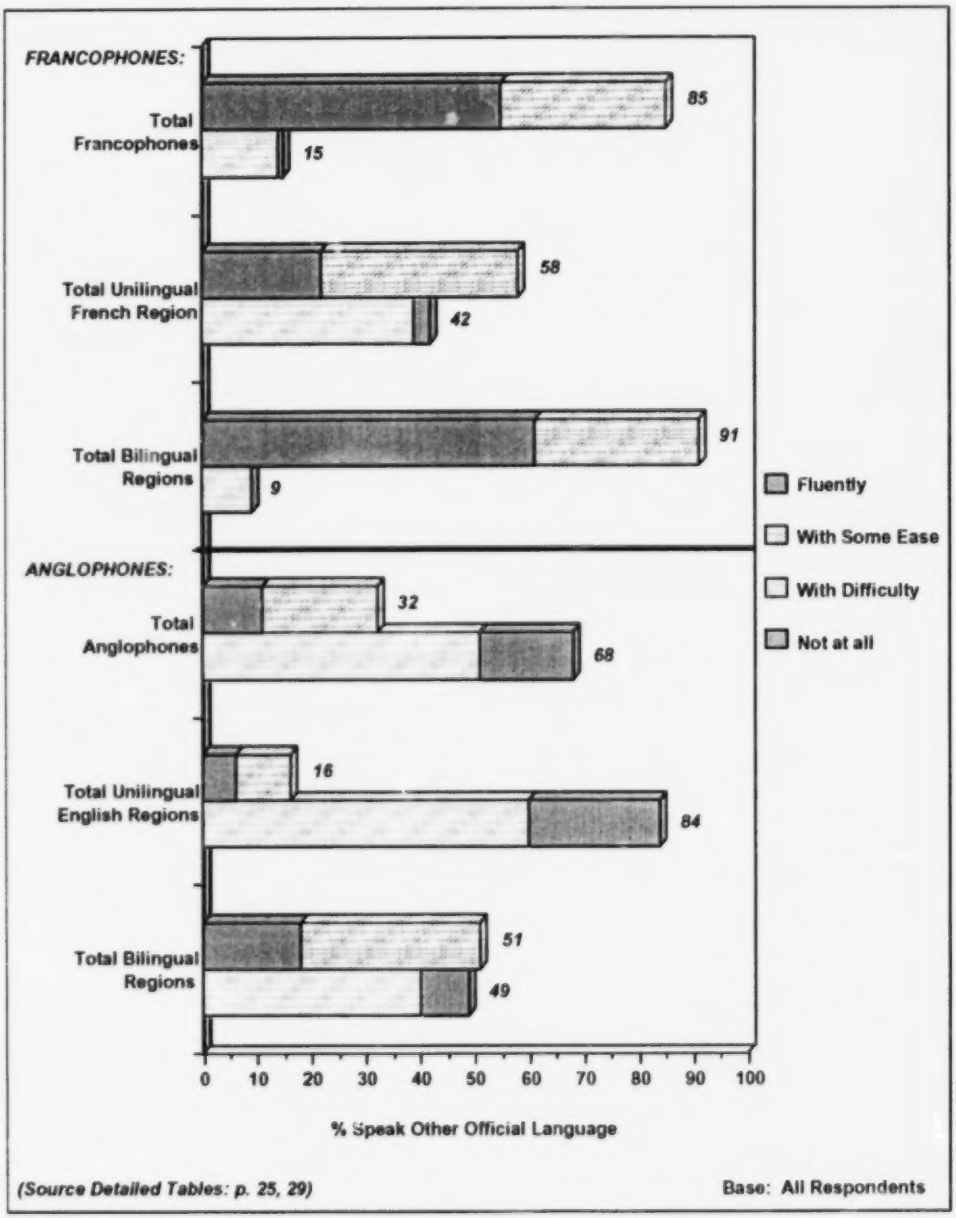
Understanding a language is one thing and speaking it is another. In Bilingual regions 91% of Francophones claim to be able to **speak** English "fluently" or "with some ease" compared to 51% of those with English as their first official language and their claims for **speaking** French.

The obvious conclusion. There are many Anglophones in Bilingual regions who do not speak much French.

(See Exhibit: 3-b))

EXHIBIT: 3-b)

Self-Assessed Knowledge Of Other Official Language Among Public Servants – Speak –



(Source Detailed Tables: p. 25, 29)

Base: All Respondents

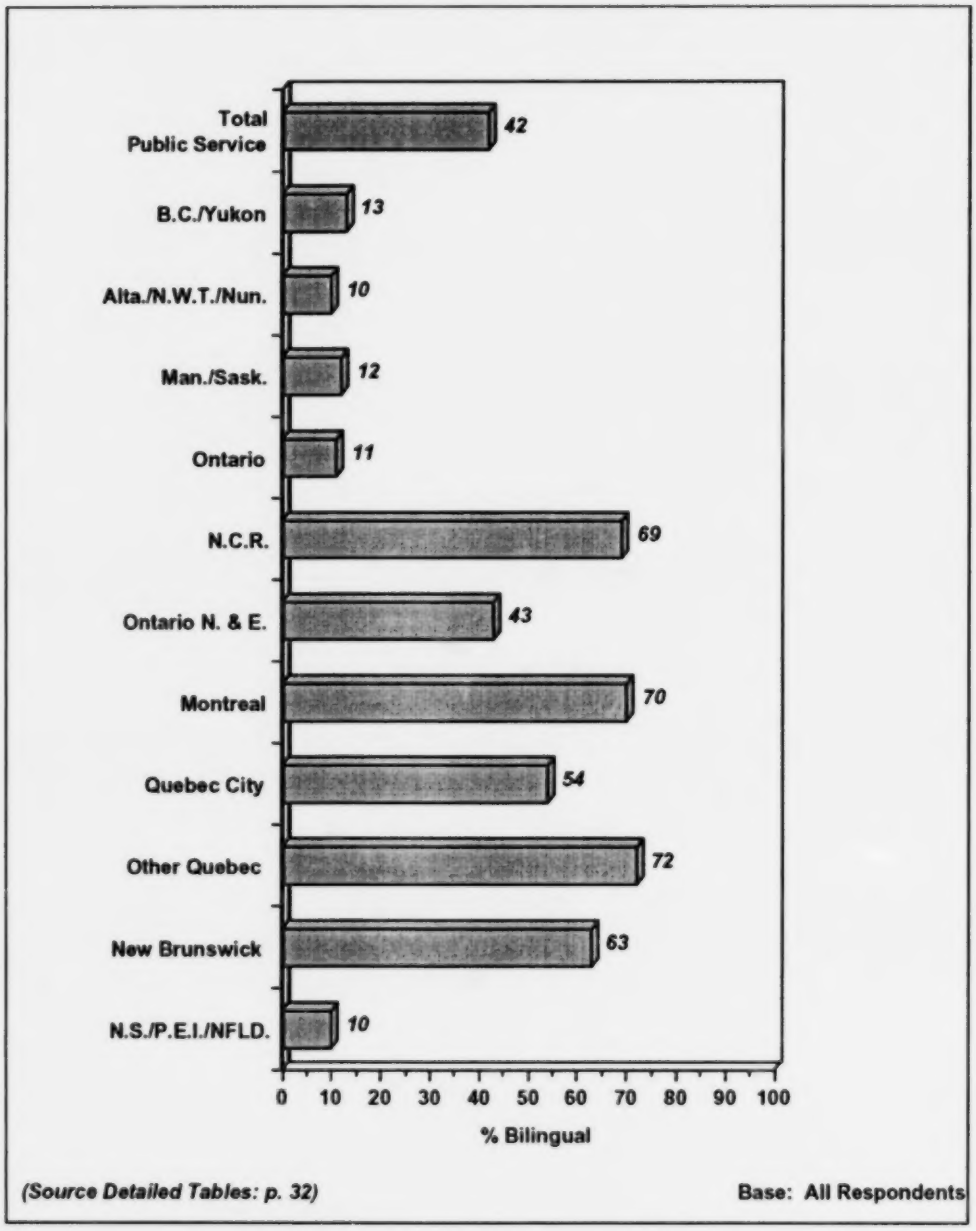
As mentioned previously, instead of just asking respondents whether they were bilingual or not we constructed a variable for bilingualism. To be considered bilingual for the purposes of this study, an individual had to claim to understand the other official language "perfectly" or "mostly" **and** to speak it "fluently" or "with some ease".

Using this definition of bilingualism, 42% of the federal public service would qualify as such. Bilingualism follows the population distribution of Francophones across the country starting in the N.C.R. and working east through to New Brunswick.

(See Exhibit: 3-c))

EXHIBIT: 3-c)

Profile Of Bilingualism In The Federal Public Service
– By Region –



(Source Detailed Tables: p. 32)

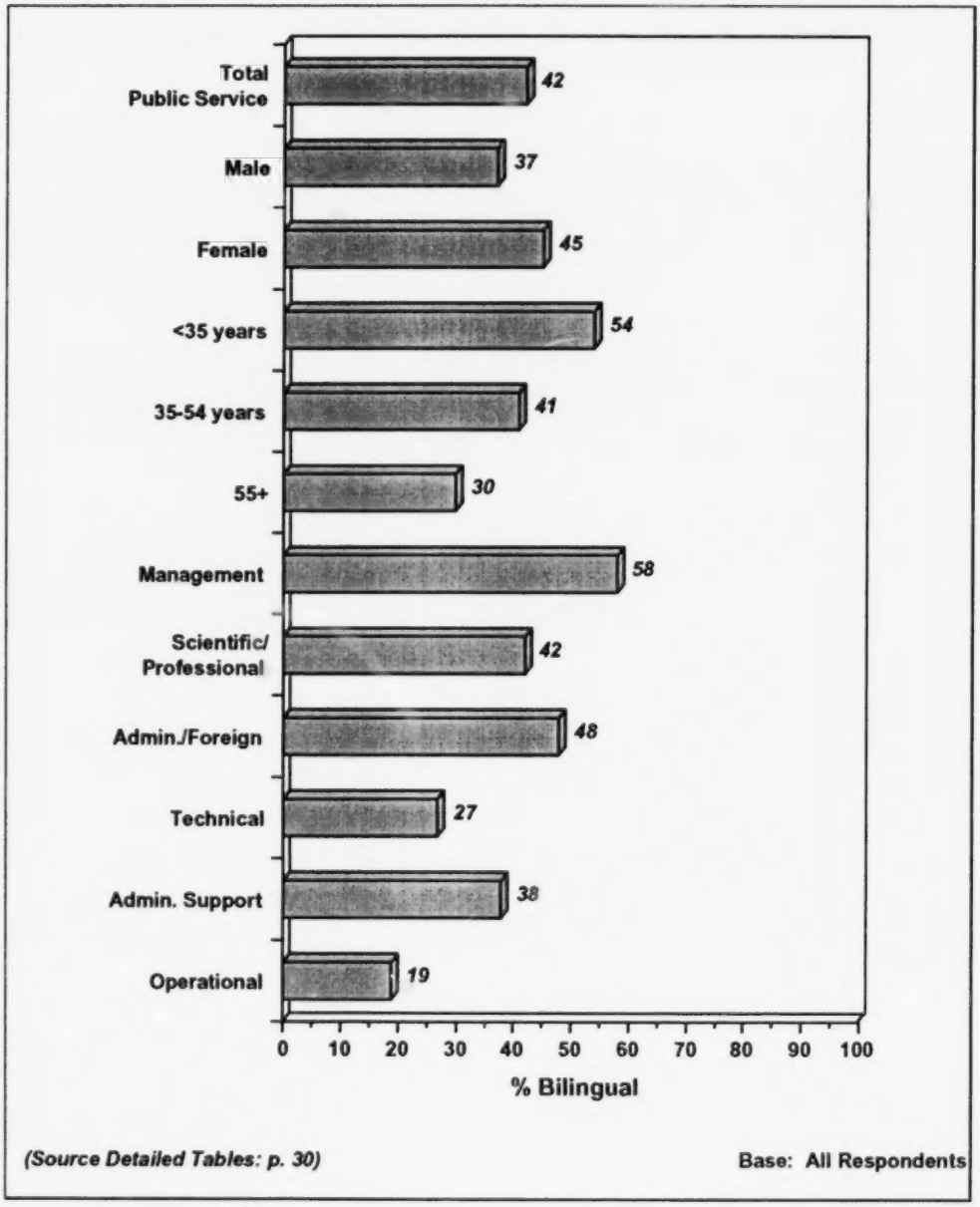
Base: All Respondents

There are more females than males in the public service, and female public servants are more likely to be bilingual than their male counterparts (45% vs. 37%). Furthermore, the younger age groups are considerably more bilingual than those aged 55 and over (54% vs. 30%). Bilingualism is very much related to the employment category ranging from a high of 58% in Management to 19% for Operational occupations.

(See Exhibit: 3-d))

EXHIBIT: 3-d)

Profile Of Bilingualism In The Federal Public Service
– By Demographics/Position –



(Source Detailed Tables: p. 30)

Base: All Respondents

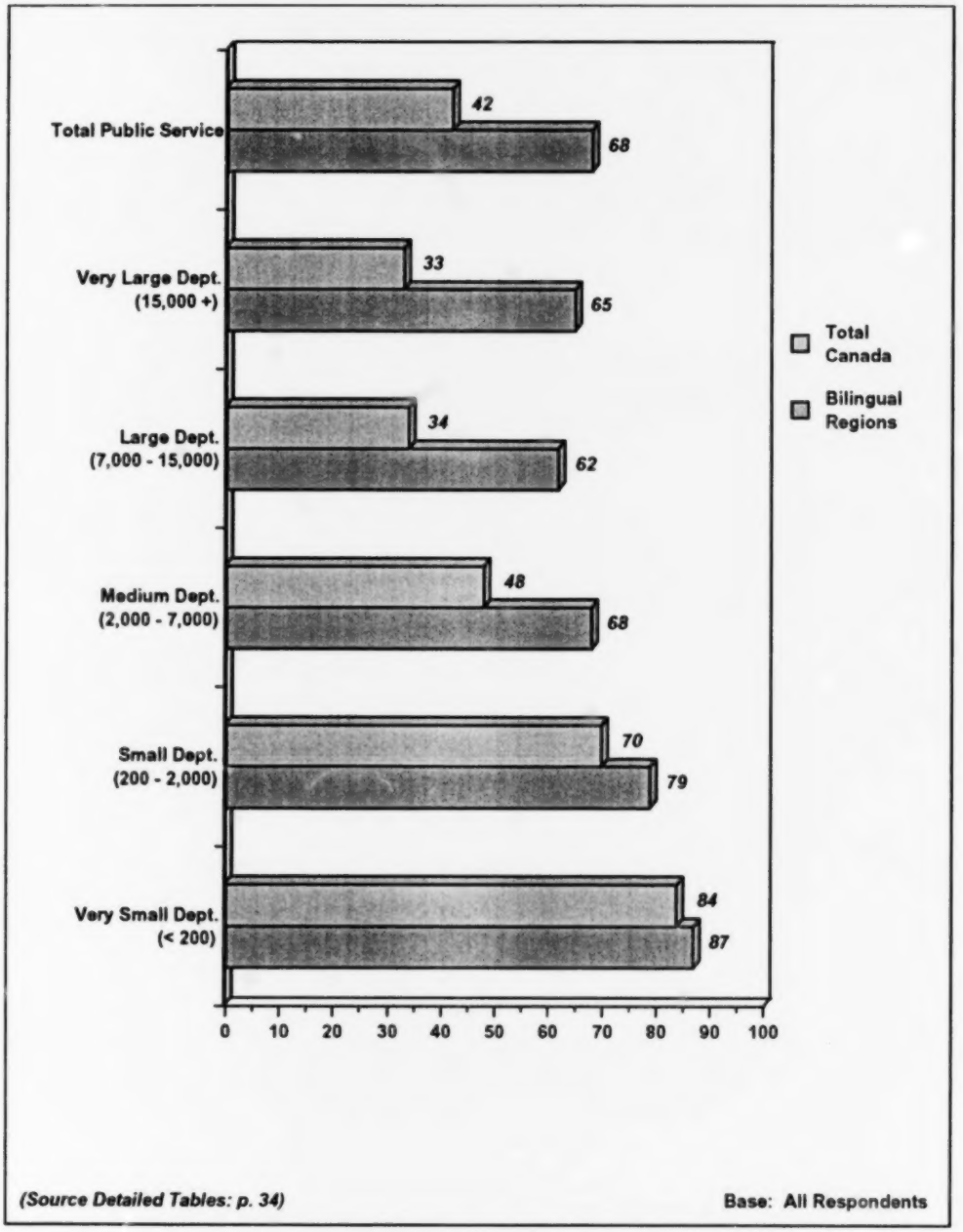
On a total Canada basis, Small departments are much more bilingual than Large departments, however, in Bilingual regions the proportion of bilingualism increases dramatically in larger departments.

The bilingualism of smaller departments is obvious since most positions in these organizations have a Bilingual requirement, therefore, the bilingualism of the staff follows as a matter of course.

(See Exhibit: 3-e))

EXHIBIT: 3-e)

Profile Of Bilingualism In The Federal Public Service – By Department Size –



(Source Detailed Tables: p. 34)

Base: All Respondents

B. LANGUAGE PROFILE OF THE WORKING MILIEU

1. Linguistic Profile Of Colleagues And Staff

In regions identified as bilingual for language of work, about 1-in-5 supervisors, colleagues or subordinates are unilingual.

In Quebec Unilingual French regions, a significant majority of staff is bilingual compared to the unilingual English regions where the minority of staff is bilingual (60% Bilingual or Majority Bilingual vs.18% in Unilingual English Regions). As previously noted, bilingualism in the public service follows the distribution of the Francophone population.

(See Exhibit: 4-a))

EXHIBIT: 4-a)
Linguistic Profile Of Colleagues

	Total Bilingual Regions (2,411)* %	Total Unilingual English Regions (2,238)* %	Total Unilingual French Region (365)* %
Supervisor Is:			
Bilingual	79	21	74
Unilingual	21	79	26
Colleagues Are:			
All Bilingual	32	7]	24]
Majority Bilingual	46	11]	36]
Majority Unilingual	18]	44	34
All Unilingual	4]	38	6
Subordinates Are:			
All Bilingual	52	24]	48]
Majority Bilingual	25	10]	19]
Majority Unilingual	12]	19	17
All Unilingual	11]	47	16

* Excludes Can't Say, No Supervisor, No Colleagues, No Subordinates

(Source: Detailed Tables p. 54, 63, 66)

Linguistic duality also applies to the written word and overall, according to the public servants who were interviewed, 62% of the work documents they receive are in English only, 11% are in French only, and the balance, 27%, are in Both Languages. Of course, government policies do not require all documents to be produced or circulated in both official languages; only work instruments or documents that will be widely circulated must be in both.

The proportion of bilingual documents does not vary very much across the country with a range of 40% in New Brunswick to 23% across the Unilingual English regions. However, the proportion of English only documents varies considerably from a low of 22% in Montreal to 76% across the various Unilingual English regions.

Most public servants are satisfied with the proportion of English, French and Bilingual documents they receive. Dissatisfaction is highest in Bilingual regions (17% of public servants are dissatisfied) where the proportion of English only documents could be reduced in favour of more French only or Bilingual documents. Even in Unilingual French Quebec, the dissatisfied would like to see more bilingual documents (39% would like more).

The asymmetric treatment of the two languages can be noted in terms of the proportion of French only documents in Unilingual English Regions (hardly any) to 22% English only in Unilingual French Quebec.

(See Exhibit: 4-b))

EXHIBIT: 4-b)

Proportion Of Work Documents Received In English And French

	Total (5,014) %	Total Bilingual Regions (2,411) %	NCR (1,898) %	Mtl. (265) %	N.B. (148) %	Total Unilingual English Regions (2,238) %	Total Unilingual French Region (365) %
Linguistic Profile Of Documents Received:							
English Only	62	55	60	22	53	76	22
French Only	11	14	10	46	7	1	51
Both Languages	27	31	30	32	40	23	27
Yes, Satisfied With These Proportions	88	81	80	80	89	96	83
No, Not Satisfied	11	17	18	19	10	4	17
Proportion Of English And French Documents Would Prefer Among Those Not Satisfied:	%	%	%	%	%	%	%
English Only	36	32	35	13	17	73	14
French Only	27	27	26	35	17	10	47
Both Languages	38	41	39	52	66	17	39

(Source: Detailed Tables p. 88–9, 98–9)

2. The Bilingual Environment

Bilingual public servants were asked about how much time they spent speaking each of the official languages in the course of their working day (excluding interactions with members of the public with whom they might have been in contact).

Bilingual Anglophones who work in a bilingual environment speak French about 14% of the time according to their estimates. Only in Montreal does the bilingual Anglophone spend more than half his/her time speaking French.

On the other hand, the bilingual Francophone spends close to half the time (43%) speaking English when he/she is in a bilingual environment. Speaking English is most prevalent in Ontario North & East (66%), in the National Capital Region (54%) and New Brunswick (43%) and least prevalent in Montreal (10%).

Most bilingual Francophones are satisfied with the proportion of English they speak (around 80% are satisfied). In Montreal, the minority of dissatisfied Francophones (i.e. the remaining 20%) would like to speak a little more English.

On the bilingual Anglophone side, the majority are satisfied with the proportion of French they speak but a significant minority (around one-third) are not satisfied with 14% of the time spent speaking French. Among the dissatisfied (notably in the National Capital Region and New Brunswick), they would like to triple the amount of time they spend speaking French. In Ontario North & East, the dissatisfied would like to speak nearly four times more French.

(See Exhibits: 5-a)/5-b))

EXHIBIT: 5-a)
Percent Of Time Bilingual Anglophones Working In A Bilingual Working Environment Speak French

	Total Bilingual Regions (1,125) %	NCR (1,007) %	Ont. N & E (38)* %	Mtl. (22)* %	N.B. (57)* %
Bilingual Anglophones:					
Percent Of Time Spent Speaking French	14	13	6	62	10
Yes, Satisfied With This Proportion Of French	65	64	75	88	71
	%	%	%	%	%
Proportion Of French Would Prefer Among Those Not Satisfied	38	39	23	60	31

* Caution: Small Base Size

(Source: Detailed Tables p. 75)

EXHIBIT: 5-b)
Percent Of Time Bilingual Francophones Working In A Bilingual Working Environment Speak English

	Total Bilingual Regions (1,170) %	NCR (806) %	Ont. N & E (17)* %	Mtl. (237) %	N.B. (70) %
Bilingual Francophones:					
Percent Of Time Spent Speaking English	43	54	66	10	43
Yes, Satisfied With This Proportion Of English	79	77	98	80	92
	%	%	%	%	%
Proportion Of English Would Prefer Among Those Not Satisfied	47	50	62	35	48

* Caution: Small Base Size

(Source: Detailed Tables p. 80)

A fact of life in bilingual regions is bilingual meetings, and most bilingual public servants who attend this type of meeting are very or somewhat comfortable with the dual nature of the exchanges. Only in Montreal is the top box comfort level (i.e. "very comfortable") not quite as emphatic as elsewhere.

Most unilingual Francophones and Anglophones who attend bilingual meetings are pretty comfortable with the arrangement, however about 1-in-4 are not very comfortable.

(See Exhibits: 6-a)/6-b))

EXHIBIT: 6-a)
Comfort Level With Bilingual Meetings In Bilingual Regions

	All Bilingual Respondents Who Attend Bilingual Meetings			
	Total Bilingual Regions (1,280) %	NCR (982) %	Mtl. (88) %	N.B. (66) %
Comfort Level With Bilingual Meeting:				
Very/Somewhat Comfortable	93	93	91	94
–Very Comfortable	71	72	53	79
Not Very/Not At All	6	7	8	5

EXHIBIT: 6-b)
Comfort Level With Bilingual Meetings In Bilingual Regions

	All Unilingual Respondents Who Attend Bilingual Meetings	
	Unilingual English (169) %	Unilingual French (33)* %
Comfort Level With Bilingual Meeting:		
Very/Somewhat Comfortable	73	73
–Very Comfortable	21	12
Not Very/Not At All	26	24

* Caution: Small Base Size

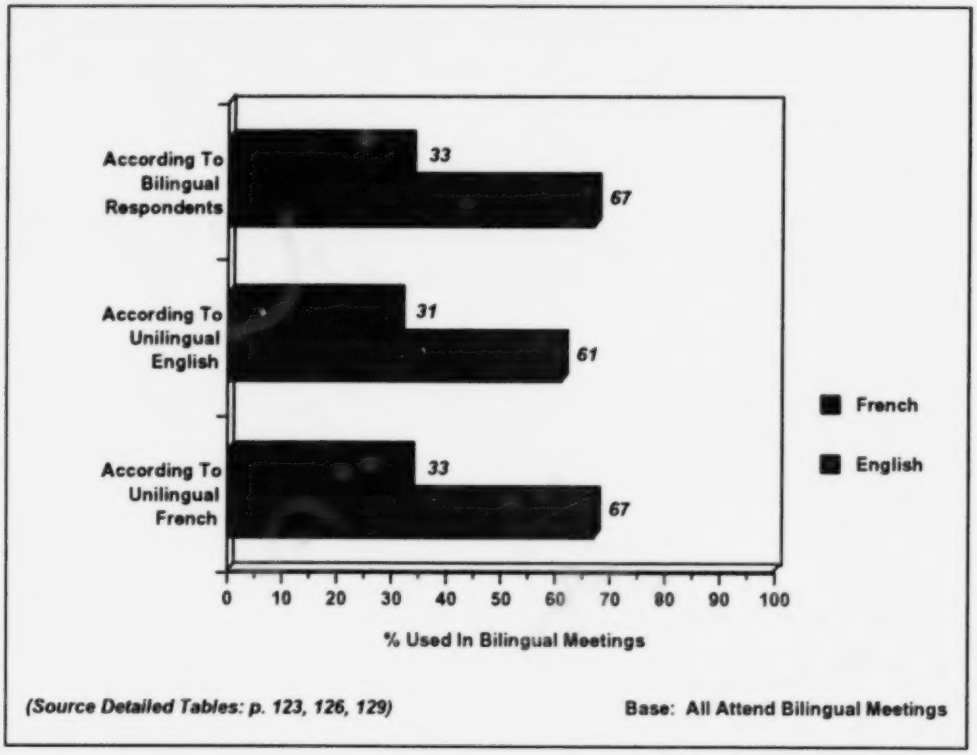
(Source: Detailed Tables p. 114, 117, 120)

Francophones in bilingual regions have long complained that more English than French is spoken in bilingual meetings. Perceptions seem to bear out this complaint since estimates from three different sources (bilinguals, unilingual Francophones and unilingual Anglophones) converge on a proportion of about one-third French to two-thirds English being spoken in bilingual meetings in bilingual regions.

Even in Montreal where the weight of French is greater than in the N.C.R. for example, in bilingual meetings only 40% of the time is spent speaking French according to bilingual respondents.

(See Exhibit: 7)

EXHIBIT: 7
Proportion Of English And French Used In Bilingual Meetings In Bilingual Regions



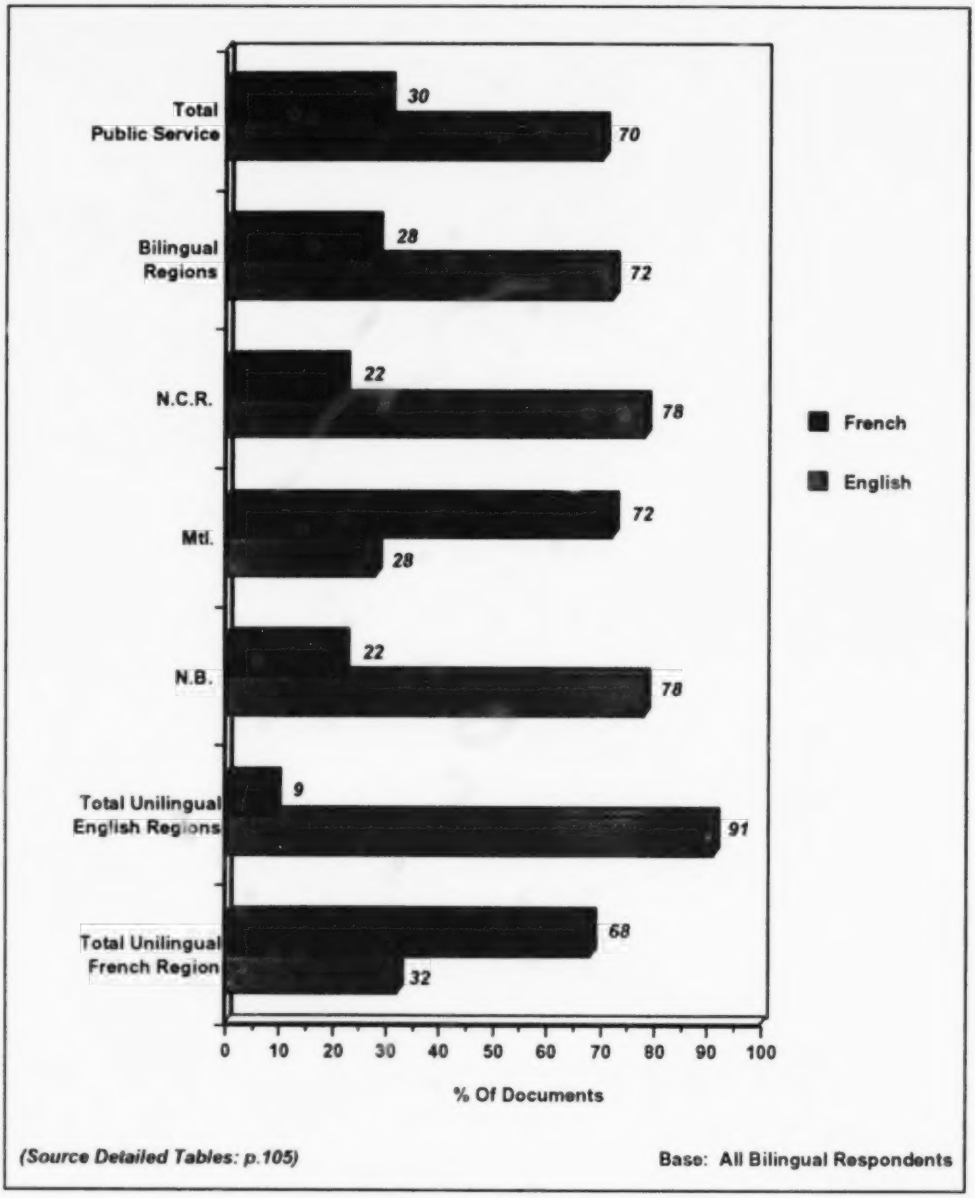
(Source Detailed Tables: p. 123, 126, 129)

Base: All Attend Bilingual Meetings

In order to gauge the relative weight of the two official languages, all bilingual public servants were asked to estimate the proportion of documents they personally produced in each of the two languages. Overall, 30% are produced in French and 70% in English. The proportions of English and French are reversed in Montreal and French assumes predominance (72%). Even in Quebec Unilingual French regions, 32% of documents are produced in English.

(See Exhibit: 8-a))

EXHIBIT: 8-a)
Proportion Of Work Documents Bilingual Respondents Personally Produce In English And French – By Region –



(Source Detailed Tables: p.105)

Base: All Bilingual Respondents

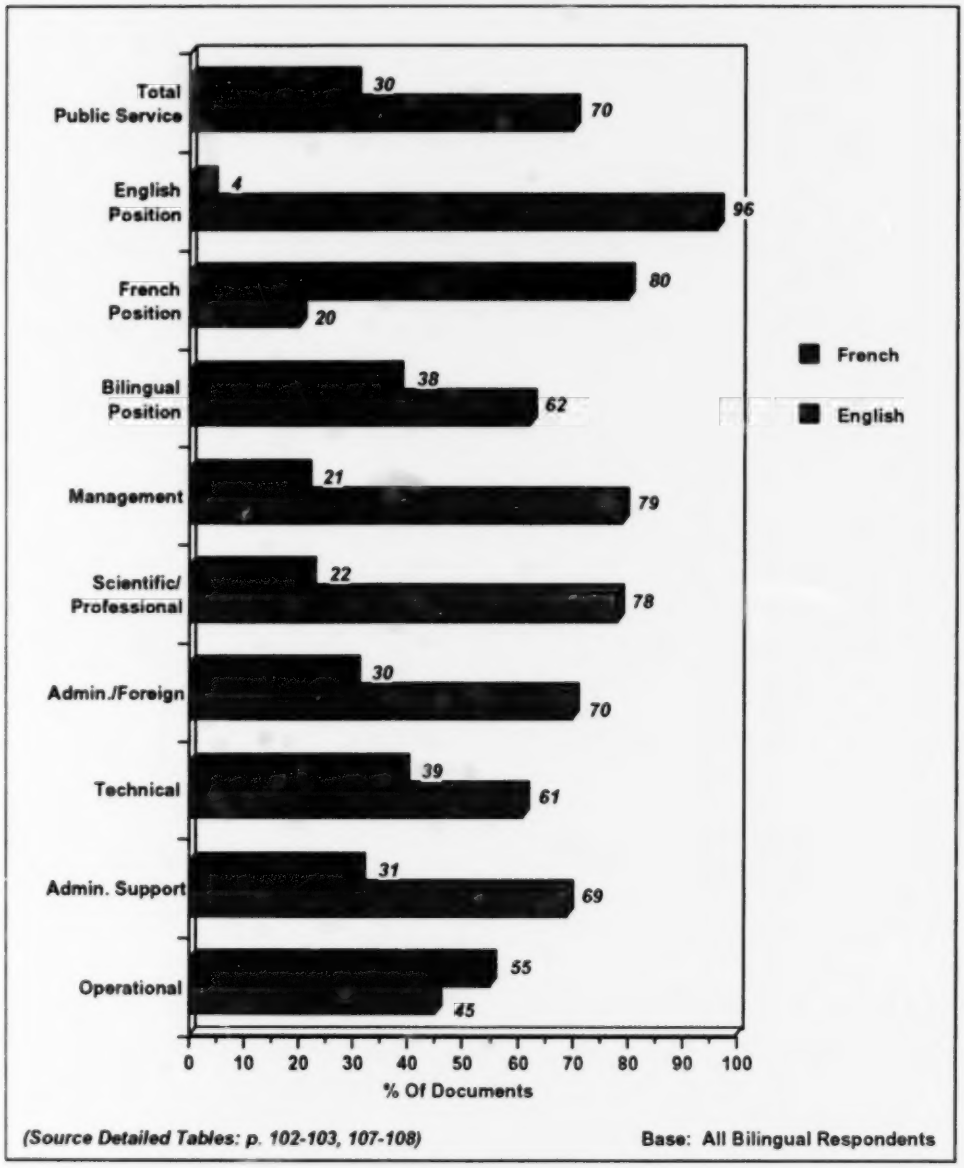
The language requirements of the position public servants occupy dictate the language of the documents bilingual employees produce. In English positions, nearly all the documents are produced in English (96%), in French positions French predominates (80%) but English is definitely present (20%). In bilingual positions, the majority of documents are produced in English (62%).

In terms of employment categories, bilingual public servants in Operational categories produce a majority of their written documents in French (55%). This is the only one of the employment categories where French leads English.

(See Exhibit: 8-b))

EXHIBIT: 8-b)

Proportion Of Work Documents Bilingual Respondents Personally Produce In English And French – By Language Requirements Of Position And Employee Category –



(Source Detailed Tables: p. 102-103, 107-108)

Base: All Bilingual Respondents

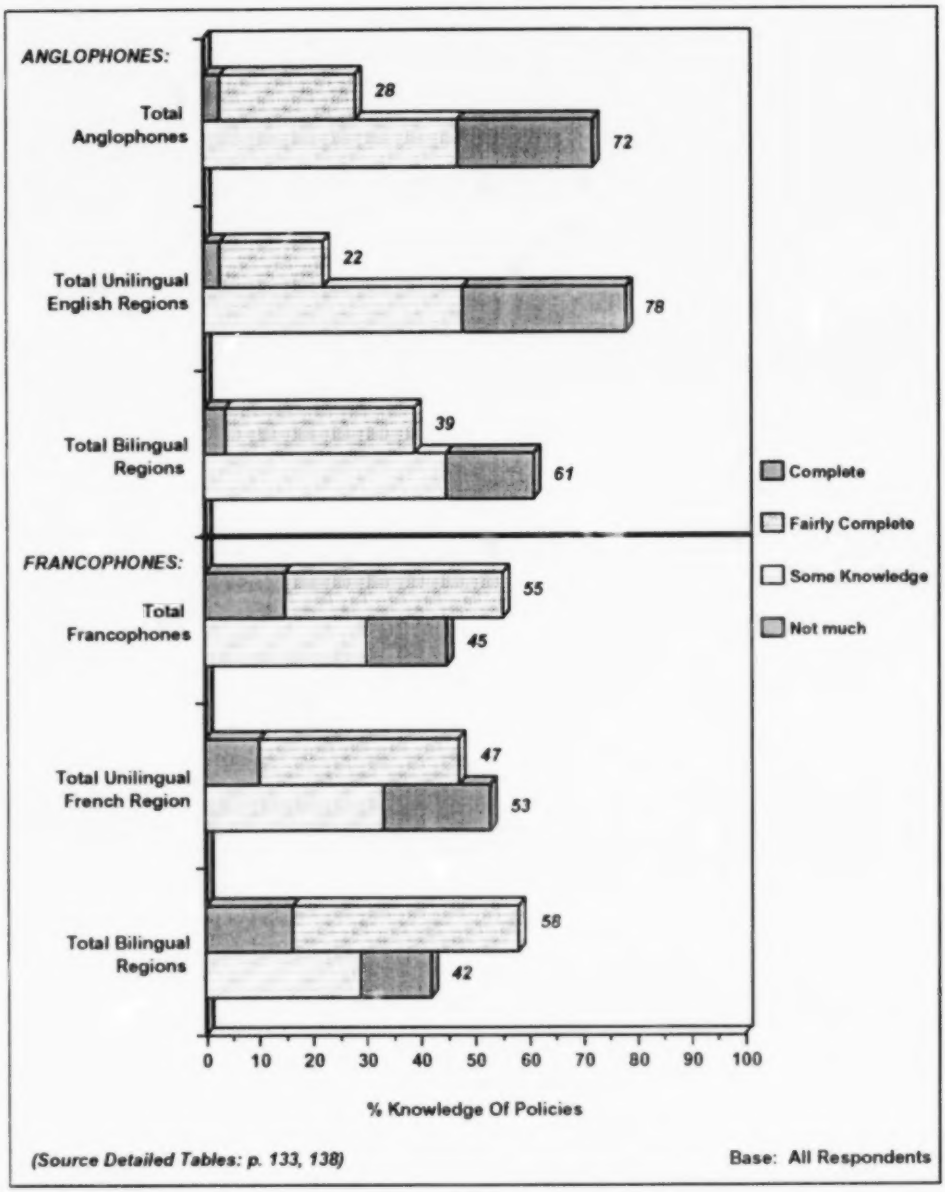
C. KNOWLEDGE OF OFFICIAL LANGUAGES POLICIES

1. Knowledge Of Policies

In general, Francophones claim considerably more knowledge of Official Languages policies whether they are working in a Unilingual or Bilingual region. In fact, as we shall see, they do not really possess that much more knowledge than Anglophones.

(See Exhibit: 9-a))

EXHIBIT: 9-a)
Knowledge Of Policies In Official Languages Act Among Public Servants – By Region –



(Source Detailed Tables: p. 133, 138)

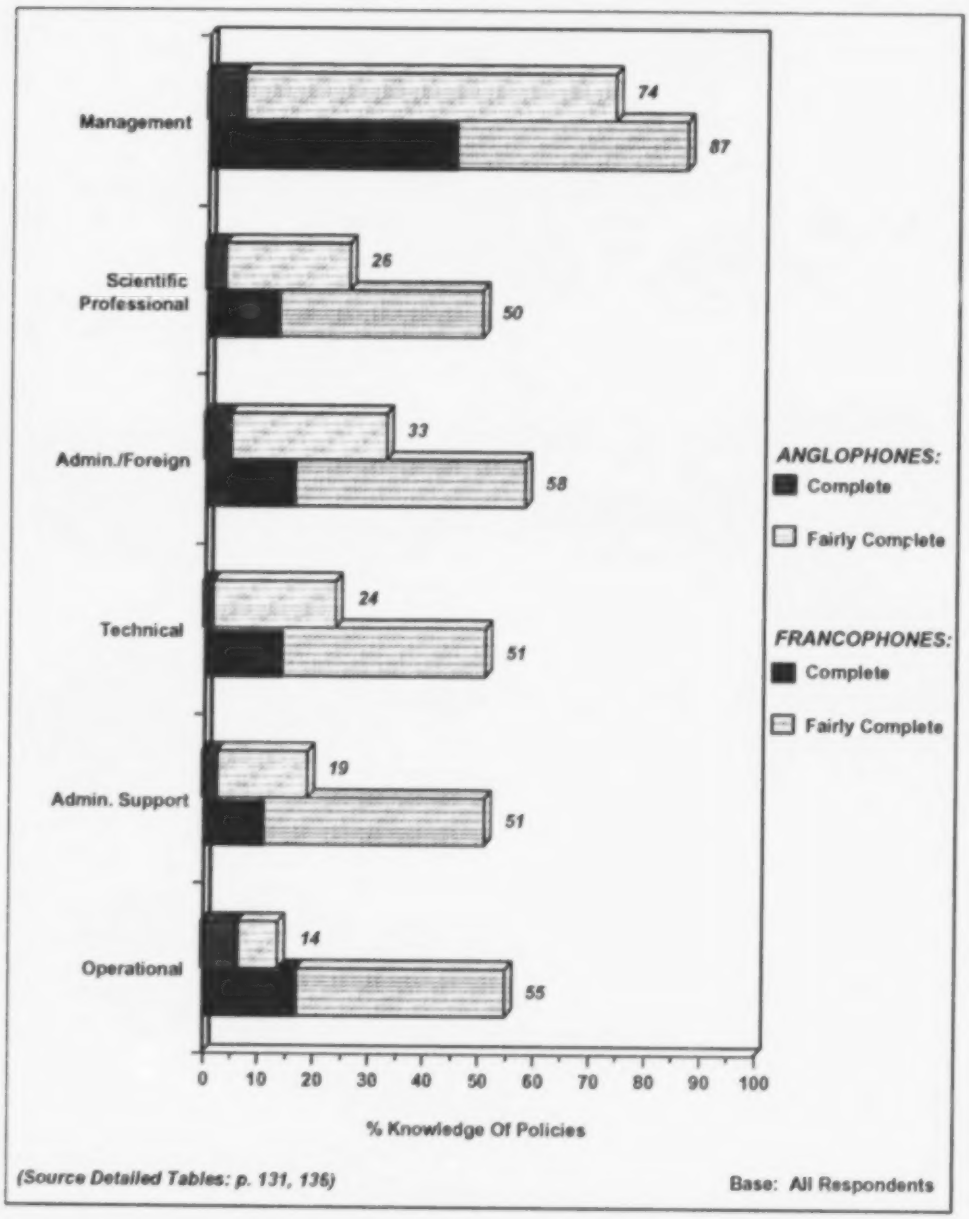
Base: All Respondents

At the Management level there is not much difference between Anglophones and Francophones in terms of the claimed knowledge about Official Languages policies. This is not the case with the other employee categories where the gap is considerable reaching 40 points in the Operational category.

(See Exhibit: 9-b))

EXHIBIT: 9-b)

Knowledge Of Policies In Official Languages Act Among Public Servants – By Employee Category –



(Source Detailed Tables: p. 131, 136)

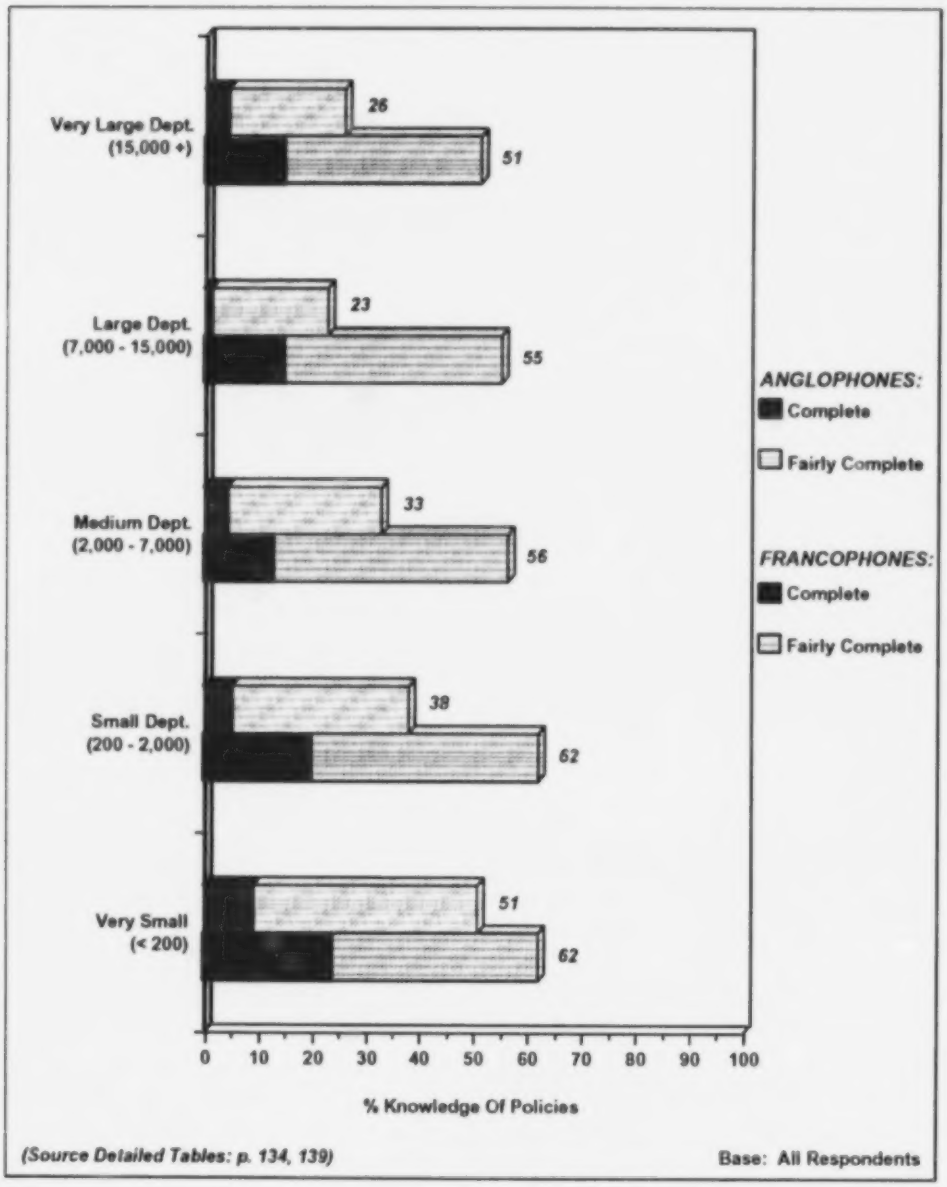
Base: All Respondents

Only in Very Small departments (< 200) does the gap in claimed knowledge of Official Languages policies between Anglophones and Francophones diminish, no doubt because these departments operate in a very bilingual manner and with a vast majority of bilingual positions. Even in Small departments (200 – 2,000) which, as noted previously, are much more bilingual than Larger departments, the gap in claimed knowledge between Anglophones and Francophones is considerable (38% complete/fairly complete vs. 62% for Francophones).

(See Exhibit: 9-c))

EXHIBIT: 9-c)

Knowledge Of Policies In Official Languages Act Among Public Servants – By Department Size –



(Source Detailed Tables: p. 134, 139)

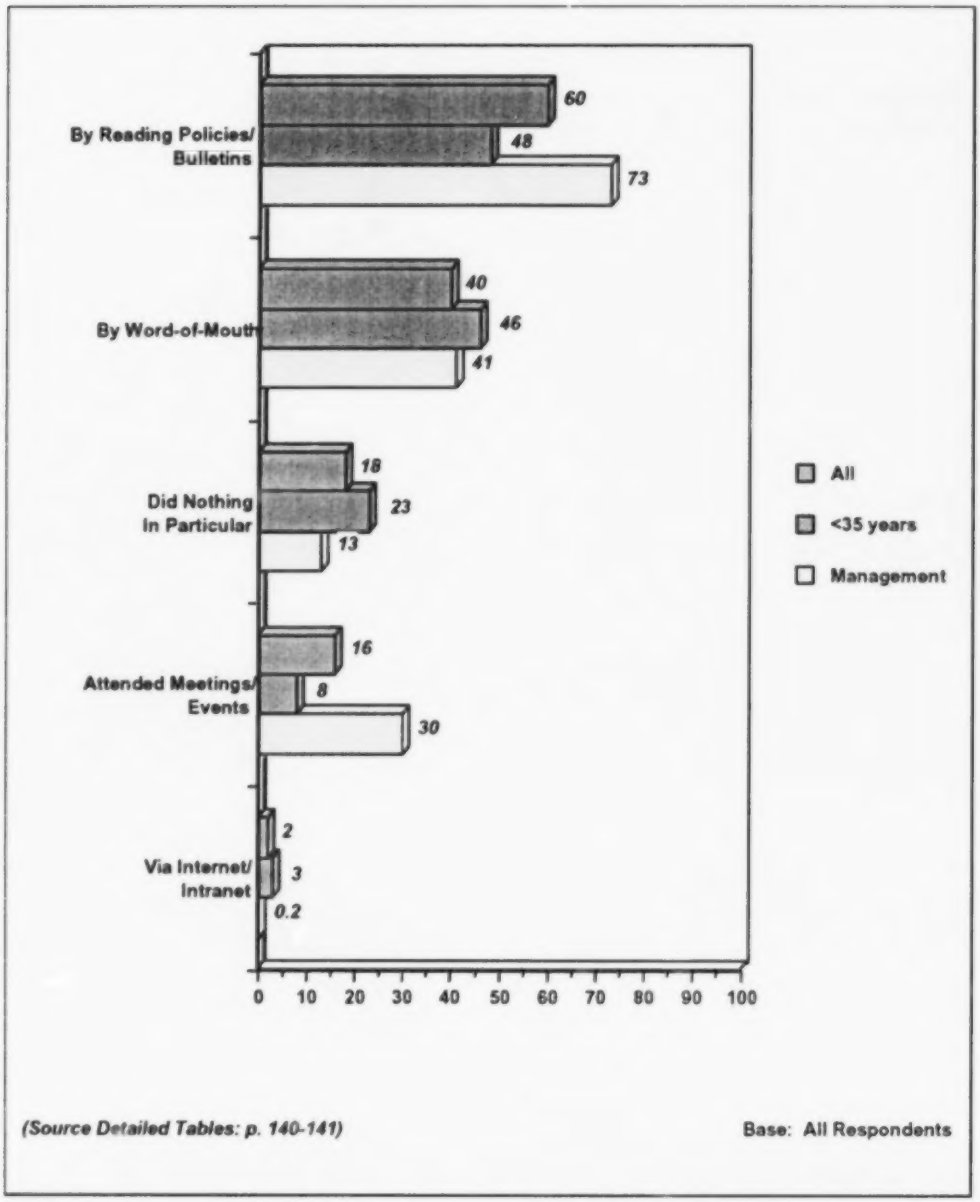
Base: All Respondents

Most public servants acquired their knowledge of the Official Languages policies by reading the policies or bulletins sent to them by their employer. Many also picked up their knowledge "by word-of-mouth". A significant minority did nothing in particular and presumably acquired any knowledge they had via osmosis, more than anything else.

As can be seen in the exhibit opposite, public servants occupying Management positions acquired knowledge of policies by reading them and/or attending meetings/events much more so than others. Presumably, this is in line with the types of jobs Management performs.

(See Exhibit: 10)

EXHIBIT: 10
How Knowledge Of Policies In Official Languages Act Was Acquired



(Source Detailed Tables: p. 140-141)

Base: All Respondents

2. Test On Knowledge Of Official Languages Policies

Although many respondents claimed knowledge of Official Languages policies, one of the objectives was to quantify to what extent policies had been correctly understood and absorbed over the years. Thus, in order to measure the amount of real knowledge public servants had, eight specific policies were presented as True–False statements and respondents were asked about each one (3 were True and 5 were False).

Even after many years of Official Languages policies there remains a considerable amount of incorrect impressions and imperfect knowledge among federal public servants. In the table opposite, we rank ordered the eight policies by the proportion of wrong answers in descending order from the most to the least. The top two policies in terms of the large number of wrong answers relate first of all to the active offer of both languages by public servants. It is not the client's responsibility to request service in the language of choice, but up to the institution to offer that choice. Most did not realize this including most of those in bilingual positions.

Almost equally ranked with the preceding statement, most public servants seem to think that bilingual services must be provided in ***all*** offices across the country. Bilingual service is, in fact, offered as a matter of course in ***designated*** offices across the country.

Finally, among the top ranked wrong answers, most public servants (better than 70%) are under the impression that they have the right to work in their preferred official language, when in fact this is true only in regions that have been designated bilingual for language of work (Ontario N & E, the N.C.R., Montreal, some other parts of Quebec, and New Brunswick).

The other policies presented to public servants did not score as poorly as the three previous statements, however, they all received significant numbers of incorrect answers. A large number of public servants, for example, felt that "Language policies allow supervisors to determine the language of work". Even in the case of what can only be considered as the most fundamental aspect of the policies which is to ensure equal status of French and English in the public service, some felt it was false, notably among Francophones.

Earlier we saw that Francophones claimed to have more knowledge of Official Languages policies than their English speaking counterparts. As can be noted, when tested for knowledge via our series of eight questions, Francophones were more likely to give incorrect answers than Anglophones on just about every one of the statements.

Language requirements of the position had an interesting effect on the scores. Public servants in Bilingual positions scored better than those in French required positions even though the majority of employees in Bilingual positions have French as their first official language.

(See Exhibit: 11)

EXHIBIT: 11
Test On Knowledge Of Eight Aspects Of The Language Policies

Ranking Of Statements By Proportion Of *Incorrect* Answers	1st Official Language		Language Requirements Of Position		
	English (3,403) %	French (1,646) %	English (2,656) %	French (230) %	Bilingual (1,967) %
It Is Client's Responsibility To Request Service In The Language Of Choice (Statement Is False) **% Said "True"**	76	85	78	91	77
Bilingual Services To The Public Must Be Provided In All Offices Across The Country (Statement Is False) % **Said "True"**	76	77	78	81	71
All Employees Have The Right To Work In Their Preferred Official Language (Statement Is False) **% Said "True"**	75	69	73	68	75
The Goal Of Policies Is To Make The Majority Of Positions Bilingual (Statement Is False) **% Said "True"**	29	40	28	36	38
Policies Allow Supervisors To Determine Language Of Work (Statement Is False) **% Said "True"**	21	33	23	44	25
Some Regions Are Designated Bilingual For Language Of Work (Statement Is True) **% Said "False"**	18	16	19	16	15
Language Policies Ensure Equal Access To Jobs For English And French Speaking Canadians (Statement Is True) **% Said "False"**	17	14	16	10	16
Policies Ensure Equal Status Of French And English In The Public Service (Statement Is True) **% Said "False"**	7	17	7	24	13

(Source: Detailed Tables p. 165–166)

3. True Knowledge Of Policies vs. Claimed Knowledge

In order to verify claimed knowledge of Official Languages policies against true knowledge, we rank ordered the statements by proportion of correct answers and compared them to those given for each of the degrees of claimed knowledge.

As is clearly demonstrated by the findings, the varying degrees of claimed knowledge did not produce very different results from group to group. Thus respondents claiming more knowledge did not, in fact, possess it to any great degree in terms of these eight specific aspects, and even those who said they did not have much knowledge of the policies gave essentially the same answers as everyone else.

(See Exhibit: 12)

EXHIBIT: 12
Test On Knowledge Of Eight Aspects Of The Language Policies

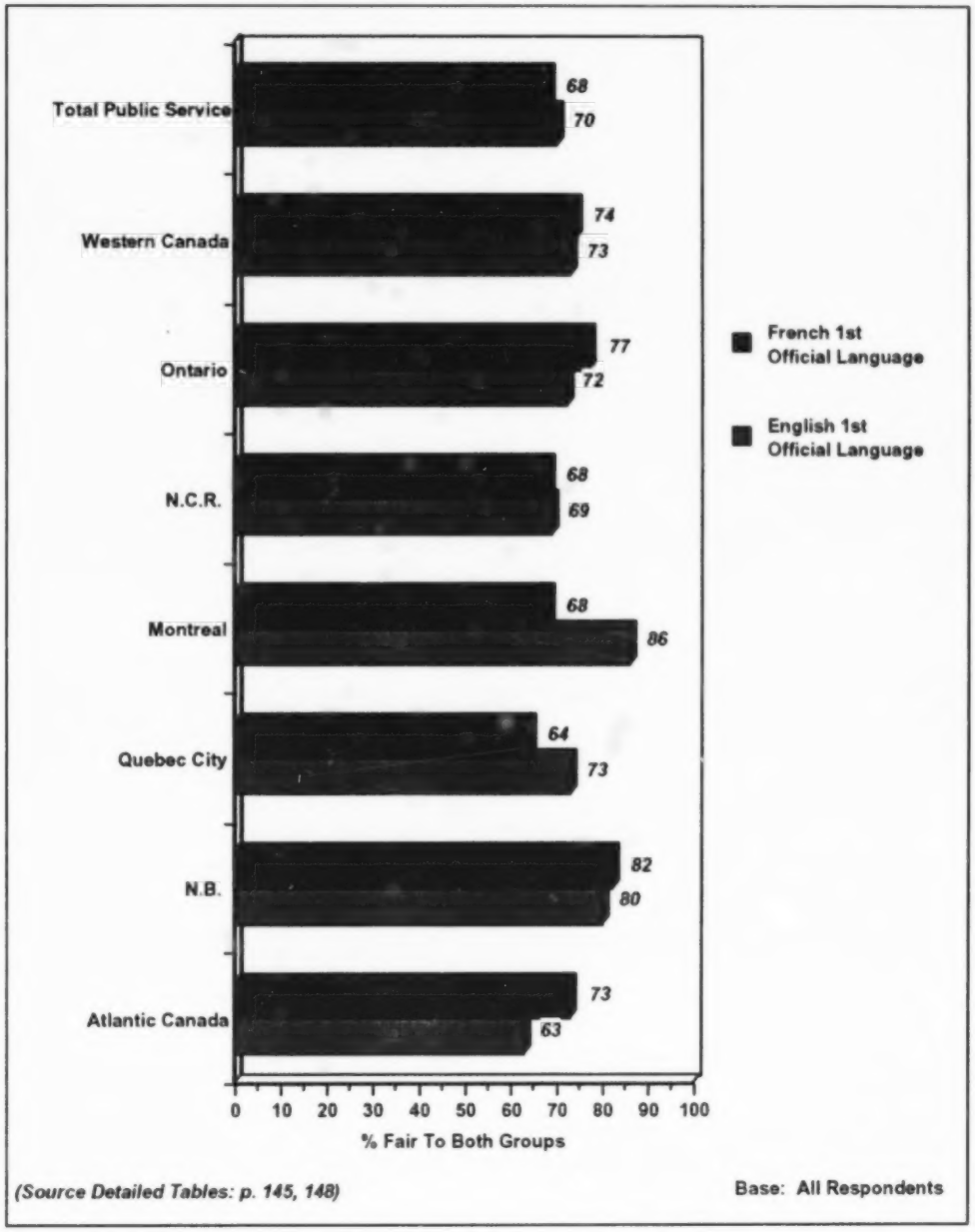
Ranking Of Statements By Proportion Of *Correct* Answers	Total (5,014) %	Degree Of Knowledge of Policies: Complete (353) %	Fairly Complete (1,509) %	Some Knowledge (2,074) %	Not Much Knowledge (1,071) %
Policies Ensure Equal Status Of French And English In The Public Service (Statement Is True) **% Said "True"**	87	88	89	88	83
Language Policies Ensure Equal Access To Jobs For English And French Speaking Canadians (Statement Is True) **% Said "True"**	81	85	81	82	78
Some Regions Are Designated Bilingual For Language Of Work (Statement Is True) **% Said "True"**	79	83	80	78	79
Policies Allow Supervisors To Determine Language Of Work (Statement Is False) **% Said "False"**	65	62	70	64	60
The Goal Of Policies Is To Make The Majority Of Positions Bilingual (Statement Is False) **% Said " False"**	60	59	63	59	59
All Employees Have The Right To Work In Their Preferred Official Language (Statement Is False) **% Said "False"**	23	26	22	23	25
Bilingual Services To The Public Must Be Provided In All Offices Across The Country (Statement Is False) **% Said "False"**	22	27	25	19	22
It Is Client's Responsibility To Request Service In The Language Of Choice (Statement Is False) **% Said "False"**	18	22	22	16	16

4. Fairness Of Official Languages Policies

In order to be effective, policies have to be seen to be fair and overall about 70% of public servants feel they are fair. This, of course, leaves about 30% who do not think they are fair. On a regional basis the feeling that policies are not fair is most prevalent in Alberta, Ontario, the National Capital Region, Quebec City and Atlantic Canada (excluding New Brunswick).

(See Exhibit: 13)

EXHIBIT: 13
Opinion On Fairness Of Official Language Policies



(Source Detailed Tables: p. 145, 148)

Base: All Respondents

Among those who feel policies are unfair, Anglophones feel Official Languages policies are unfair to English-speakers (64%) whereas Francophones feel they are unfair to French-speakers (87%).

When asked for the main reason why the policies were felt to be unfair we note that Francophones mentioned the fact that "en réunion l'anglais prédomine bien que la majorité soit francophone". As we saw previously, this is true when we look at the proportions of French and English used in bilingual meetings.

On the Anglophone side of the picture not much emerges in terms of discriminatory practices beyond feelings of injustice ("Small requirement for other language", "They are forcing us to learn the other language", etc.).

(See Exhibit: 14)

EXHIBIT: 14
Groups Official Languages Policies Are Unfair To

	Feel Policies Are Unfair And First Official Language	
	English (476) %	French (355) %
Unfair To Anglophones	64	8
Unfair To Francophones	14	87
Unfair To Both	22	4

	Unfair To Anglo-phones (302) %	Unfair To Franco-phones (310) %	
Main Reason Stated:			***Main Reason Stated:***
Small requirement for other language in our area	14	27	En réunion l'anglais prédomine bien que la majorité soit francophone
They are forcing us to learn the other language	13	26	On exige le bilinguisme des Francophones / les Francophones doivent parler l'anglais et non l'inverse
Discriminatory hiring/fewer positions offered to Anglophones	12	10	Plus de postes pour unilingues anglais que pour unilingues français
If you're not bilingual you don't go very far	9	9	Les notes de service / rapports souvent en anglais
It's a waste of time translating documents in both languages	9	6	The rules are there but they are not applied

(Source: Detailed Tables p. 149–151, 157–160)

D. ATTITUDES CONCERNING FEDERAL GOVERNMENT'S LANGUAGE POLICIES

1. Segmentation Analysis

One of the main objectives of the study was to assess the attitudes espoused by public servants vis-à-vis linguistic duality. Apart from merely measuring these attitudes, one of the major problems confronting the researcher is the orderly classification of the data. In order to deal with this data reduction and classification problem, we employed a statistical technique for segmenting our sample population into homogeneous groupings using a procedure known as cluster analysis, part of the field of numerical taxonomy. The objective of cluster analysis is to separate our respondents into groups such that each respondent within a group is more like the others in the group than like those outside the group. Three sets of data were employed for the segmentation, the eight True-False statements measuring knowledge of Official Languages policies, twelve attitude statements about bilingualism in the public service[*]; and six attitude statements dealing with the minority community in their province.

Since some of the data was dichotomous (e.g. True-False) and the other was scaled (Agreement with a statement), the attitudinal data was recoded into a compatible dichotomous format. Correlations among all the pairings were computed in order to determine any potential redundancies in the underlying constructs. No such redundancies were found, therefore all the measures were included in the cluster analysis. Cluster analysis will produce several solutions, each was examined and the 7 cluster solution was found to be the most meaningful statistically. In the summary tables presenting the results, the level of positive agreement with the item is shown as the sample average and the index value is calculated, for each statement, in each cluster, and compared to the sample average. Thus, an index score of 141 for example, is 141% of the sample average (e.g. sample average of 25%, index score of 141 in a cluster signifies a cluster value of 35 on that attribute).

---

[*] Two other attitude statements were asked only of bilingual respondents and were not used for the segmentation since they were not asked of everyone.

Each cluster was analyzed in terms of these three sets of data and a typology was derived. Based on the typology, each cluster was named in order to communicate the essence of the underlying belief set and all clusters are homogeneous in terms of their knowledge and attitudes about official languages. The reader is reminded, however, that naming clusters is a subjective exercise and not objective science.

Cluster 1 — 16.9% Of The Population
"The Irrepressible Optimists"

Although less bilingual than the population of public servants as a whole, this group is very much in agreement with Official Languages policies in a positive and proactive manner. They are in favour of bilingualism, they feel it should be promoted in the public service. They are satisfied with the way language policies affect them personally and would be willing to make an effort to foster bilingualism in their workplace. They believe in the good faith of the actors and feel that linguistic problems can be resolved to everyone's satisfaction. In terms of the minority language community in their province, they feel things are good, their future is not threatened, they receive service in their language from the federal government and there is no reason for the federal government to be doing more.

On the descriptive variables we note that compared to the population of public servants this group includes proportionately more Anglophones (first official language), they occupy proportionately more English or French positions and are a little younger. They come from Western Canada and Quebec and can be found more in Large or Very Large departments. They are slightly more prevalent in the Scientific/Professional occupation category. Members of this group belong to linguistic majority groups in regions where their own language is the language of work.

Cluster 2 — 10.7% Of The Population
"The Official Languages Skeptics"

This group is the least bilingual and the most English of the seven. Its members have a pretty negative view of bilingualism; it does not promote unity, it is a waste of money, it generates tensions among those who do not speak the other language. In fact, their view is neatly encapsulated in the statement that "it should be French only in Quebec and English only everywhere else". In terms of their community they don't see a threat to the minority language and certainly don't believe the federal government should be doing more. Among the groups, they expressed the least amount of agreement on the importance of public service employees serving the public in both official languages.

Demographically, this group is composed nearly completely of Anglophones (first official language) with a preponderance of older males (45+). They come from Western Canada, notably B.C., and Ontario. A few more can be found in Technical positions than for the population of public servants as a whole.

Worth mentioning is the fact that their knowledge of Official Languages policies, as determined via the eight question test, is not much different from that of public servants as a whole.

Cluster 3 — 17.4% Of The Population
"The Children Of The Just Society"

Although not quite the most bilingual of the seven groups, more than half are bilingual and they have a very positive view of the benefits of this duality. Bilingualism promotes national unity and, in fact, as far as they are concerned the federal government should be doing more. They are generally satisfied with how Official Language policies affect them personally and feel it would be good to allow public servants to work in their first official language. The active offer via the bilingual greeting is important as far they are concerned.

They don't see the minority community in their province as being threatened but they do feel that the federal government should be doing more. In their view, the minority community does receive service from the federal government in their language to the same extent as the majority. Their view is that the situation of the minority community has improved over the last ten years.

This group's knowledge of language policies is a bit hazy on some points. More of them think that supervisors can determine the language of work and they ***all*** believe that the goal of language policies is to make the majority of public service positions bilingual.

This group contains a much higher proportion of Francophones than the public service as a whole. Demographically, there are more females under 35 years of age with fewer than ten years of service. This group contains the highest proportion from the N.C.R. with nearly half its members from the region. In terms of occupation, many belong to the Administrative Support category with proportionately fewer in the Management, Scientific/Professional and Administrative & Foreign Services categories.

Cluster 4 — 12% Of The Population
"The Official Languages Professionals"

This group is characterized by two important traits: better and more complete knowledge of Official Languages policies as determined in the 'test' and employment in Management, Scientific/Professional and Administrative & Foreign Service occupations. Although knowledgeable, they are not cynical and feel that bilingualism and its promotion within the public service is something that is positive and worth doing. On the other hand, they are not "Pollyanna's" and are less certain that the federal government is providing service to the minority to the same extent as the majority. Furthermore, proportionately more of them see a threat to the future of the minority language in their province and most feel the federal government should be doing more to support their province's linguistic minority community.

More than half this group are males, unlike the public service as a whole. Half this group comes from the N.C.R. with another strong contingent from the Maritimes. Males in the 45-54 year group are disproportionately numerous.

Cluster 5 — 17.4% Of The Population
"The Positive-Minded Interventionists"

This group has a very positive view of the benefits of the government's bilingualism policies; they are not a waste of time and money and do promote national unity and a feeling of belonging. Most of them disagree that using both languages promotes tensions and bad feelings among those who do not speak the two. This group would be willing to make an effort to foster bilingualism in their workplace and they are confident that in the public service any linguistic problems that arise can be resolved to everyone's satisfaction. Furthermore, they are satisfied with the way the language policies affect them personally. The defining trait of this group of individuals is their belief that the federal government should be doing more to promote both official languages in the public service ***and*** even if they don't feel that the future of the minority community in their province is threatened, they believe the government should be doing more to support the development of their province's minority community.

Although they think the federal government should be doing more it is not because the minority does not have access to jobs. Of all the groups, they most strongly believe that the situation of the minority community has improved over the last ten years.

Demographically, this group is relatively unremarkable and does not differ very much from the profile of the public service as a whole. The proportion of 45-54 year old males is a bit greater with a slightly higher Western Canadian and Atlantic representation. Management and Scientific/Professional employment categories are slightly under-represented but we do find more from the Administrative & Foreign Service category. This group is as bilingual as the public service as a whole (42%) and the proportion of Anglophones and Francophones are completely representative of the totality.

Cluster 6 — 13.7% Of The Population
"The Cautious-Minded Realists"

Unlike most other public servants, this group subscribes to the view that using both languages generates tension and bad feelings between employees who do not speak the other language. They hold this view notwithstanding the fact that this group has generally positive attitudes on other aspects of the bilingualism policies—they agree that bilingualism promotes national unity and a feeling of belonging; they are satisfied with policies as they affect them personally; they agree it is important to use a bilingual greeting when dealing with the public.

This group strongly feels that the federal government should ***not*** be doing more to support the development of their province's linguistic minority community. This view is based on the perception that the minority community receives service in their language to the same extent the majority does, it has the same access to jobs and furthermore most agree that the situation of the minority community has improved over the last ten years. Since many in this group come from Quebec and the N.C.R., their view of the situation of the minority community is undoubtedly focused on the Anglophone minority in Quebec.

The profile that emerges on the classification variables is that of a group that is more Francophone with a considerably greater representation from Quebec. They are more bilingual and occupy proportionately more bilingual positions and Management positions which, although few in absolute numbers, are twice as prevalent in this group as in the sample average as a whole. More of this group work in medium sized departments (2,000 – 7,000 employees).

Cluster 7 — 11.8% Of The Population
"The Worried Minority"

As the name chosen for this group clearly conveys, these individuals espouse the view that the linguistic minority in their community is not well served by the federal government, its future is threatened, and its situation has not improved over the last ten years. As far as they are concerned, even in terms of access to jobs in the federal public service, many are of the opinion that the minority group does not get the same chance as the majority. The major attitude drivers in this group all come from perceptions relating to the linguistic minority's status in the community. In terms of their attitudes about language policies within the public service, they hold a positive view and see it as a worthwhile endeavour. Most feel the federal government should be doing more to promote both official languages in the public service and they are just about all willing to make an effort to foster bilingualism in their workplace. Of all the groups, they had the lowest level of agreement with the statement that it should be French only in Quebec and English only everywhere else.

Although this group contained proportionately more Francophones than the sample average, they did not come from Quebec but are drawn primarily from the West and the National Capital Region. This is a very bilingual group that occupies bilingual positions. Female employees are a bit more prevalent and generally younger with fewer years of service. They cluster in Medium and Small sized departments and more of them can be found in Management and Scientific and Professional occupations and few in Technical positions.

EXHIBIT: 15
Cluster Profiles

	Total Population 5,014 %	1 16.9%	2 10.7%	3 17.4%	4 12.0%	5 17.4%	6 13.7%	7 11.8%
1st Official Language:								
English	68	+	++	--	-		--	-
French	32	-	--	++	+		++	+
Respondent Is:								
Bilingual	42	-	--	+	++		+	++
Language Requirements Of Position:								
English	53	+	++	-	--		--	-
French	5	+					+	-
Bilingual	39	-	--	+	++		++	++
Sex:								
Male	44		+	-	++			-
Female	56		-	+	--			+
Age:								
<35 years	15	+	-	+	-	-	-	++
35-54 years	75	-	+	-	+	+		-
55+ years	10		+			+		-
Length Of Service:								
≤ 10 years	32	+	-	+	-		-	++
11-20 years	33	-	+	-	-	+	+	+
20+ years	35	+	+	-	++			--
Employee Category:								
Management	3	-	-	-	++		+	+
Scientific/Professional	15	+		-	+		-	+
Admin./Foreign	43	-		-	+	+		
Technical	13		+					-
Admin. Supp.	22		-	+	--			
Operational	4	+		+	--			
Region:								
West	23	+	++	-	-		-	+
Ontario	12	-	+	-	-	+		-
NCR	38	-	-	+++	+++			++
Montreal	5	+	-	+	-		++	-
Quebec City	7	+	--		-		++	-
New Brunswick	3				+			
Atlantic	9			-	+	+	-	-
Bilingual Region	48	-	--	++	++	-	+	+
Unilingual English	45	+	++	-	-	+	--	-
Unilingual French	7	+	--		-		++	
Department:								
Very Large (15,000 +)	30	+		-	-	+		-
Large (7,000–15,000)	25	+	+		+		-	-
Medium (2,000–7,000)	36	-	+	+			+	+
Small (200–2,000)	8	-	-	+	+			+
Very Small (<200)	1	-			+			

\+ = greater than sample average
\- = less than sample average
blank = same as sample average

EXHIBIT: 16
Cluster Profiles
– Knowledge Of 8 Aspects Of Official Languages Policies –

	Total Population 5,014 % True	Index Score 1 16.9%	2 10.7%	3 17.4%	4 12.0%	5 17.4%	6 13.7%	7 11.8%
"In Canada, some regions are designated bilingual for language of work in the public service-the National Capital Region, New Brunswick and parts of Ontario and Quebec."	79	98	101	105	111	99	99	87
"According to regulations, the federal government must provide bilingual services to the public in all offices across the country."	76	105	99	116	**0**	118	97	**129**
"Government language policies allow supervisors to determine which language a unit will work in."	25	96	89	**141**	89	107	89	89
"Language policies state that it is the client's responsibility to request service in the language of his or her choice."	79	101	99	112	80	102	93	106
"All employees in the public service, be they English or French-speaking have the right to work in their preferred official language."	73	100	99	107	92	109	96	80
"The goal of the language policies is to make the majority of public service positions bilingual."	33	80	100	**286**	**43**	**0**	80	100
"The federal government's policies were designed to ensure that French and English have equal status in the public service."	87	101	99	103	94	102	94	96
"One of the main purposes of language polices in the public service is to ensure equal access to jobs for English-speaking and French-speaking Canadians."	81	101	86	108	95	108	101	93

EXHIBIT: 17
Cluster Profiles
– Agreement With 12 Statements About The Public Service –

	Total Population 5,014 % Agree	Index Score 1 16.9%	2 10.7%	3 17.4%	4 12.0%	5 17.4%	6 13.7%	7 11.8%
"Bilingualism in the federal public service promotes national unity and feeling of belonging"	72	111	**32**	**123**	115	**122**	105	105
"Promoting bilingualism in the federal public service is a waste of time and money."	20	**45**	**370**	**60**	**30**	**40**	**40**	**40**
"Using both languages in the federal public service generates tensions and bad feelings between employees who do not speak the other language."	45	**0**	**149**	96	111	**70**	**213**	117
The federal government should be doing more to promote both official languages in the public service."	58	81	**25**	**136**	**134**	**124**	100	**141**
I am willing to make an effort to foster bilingualism in my workplace."	86	102	**73**	107	108	105	105	111
"Language policies in the federal public service favour Francophones."	28	**59**	**248**	90	**52**	**52**	**72**	90
"I am generally satisfied with the federal government's current language policies as they affect me personally."	83	111	**75**	108	96	111	101	93
"I am confident that in the federal public service any linguistic problems that arise can be resolved equitably to everyone's satisfaction."	77	113	**76**	115	86	115	92	85
"Instead of official bilingualism it should be French only in Quebec and English only everywhere else."	7	**43**	**371**	**43**	**57**	**43**	**57**	**14**
"Allowing public service employees to work in their first official language enables them to contribute more to their organization."	84	99	88	106	94	105	101	102
"It is important to use a bilingual form of greeting when dealing with the public."	70	103	**41**	120	111	115	114	108
"When I call the National Capital region for information or a request, I can always get someone who speaks to me in (English/French)."	81	103	99	101	98	108	93	93

EXHIBIT: 18
Cluster Profiles
– Agreement With 6 Statements About The Community –

	Total Population 5,014 % Agree	Index Score 1 16.9%	2 10.7%	3 17.4%	4 12.0%	5 17.4%	6 13.7%	7 11.8%
"As public service employees, it is important for us to serve the public in both official languages."	92	101	77	103	106	105	105	106
"The minority language group in my province receives service from the federal government in their language to the same extent the majority does."	69	110	96	115	62	115	122	37
"In my province the future of the minority language is threatened."	30	42	84	110	203	68	55	274
"The federal government should be doing more to support the development of my province's minority community."	49	0	18	194	182	196	0	176
"In my province the minority community has the same access to jobs in the federal public service as the majority."	78	106	99	106	93	111	105	62
"The situation of the minority community in my province has improved over the last 10 years."	66	105	105	107	91	115	109	37

2. Profiling Of 6 Statements About The Community

The six statements developed by and with Canadian Heritage dealt with various aspects relating to the situation in the community. Attitudes on these issues are profiled by region, first official language, bilingualism, sex of the respondent and employee category. The greatest amount of variability can be found in the regional variables. In general, the view from Quebec and New Brunswick is the most positive whereas that from British Columbia is the least positive. The weight of the National Capital Region in the public service produces results very much in line with those of the population as a whole.

As for the other variables, sex has virtually no effect on opinions whereas first official language produces differences on some of the attitude statements (notably on the importance of service to the public in both official languages; the perception on the minority language group receiving service to the same extent as the majority; and whether the federal government should be doing more to support the province's minority community). The bilingualism of the individuals also produces differing attitudes when compared to those who are not bilingual. However, as one would expect, the attitudes of the bilingual public servants tend to follow those held by respondents whose first official language is French since two-thirds of the bilinguals fall into this category.

The effect of occupational category on attitudes is tenuous at best and for the most part there is little variation from category to category with the possible exception of the perception on service delivery to the minority.

(See Exhibits: 19-a)/19-b)/19-c))

EXHIBIT: 19-a)

Profiling Of The Agreement With 6 Statements About The Community

	% Agree	Region										
	Total Population (5,014) %	B.C./ Yukon (499) %	Atla./ NWT / Nun. (320) %	Man./ Sask. (352) %	Ont. (605) %	NCR (1,898) %	Ont N.E. (58) %	Mtl. (265) %	Qc (365) %	Other Qc (43) %	N.B. (148) %	N.S./ Nfld. (462) %
"As public service employees, it is important for us to serve the public in both official languages."	92	**83**	88	90	84	97	97	99	99	**100**	99	86
"In my province the minority community has the same access to jobs in the federal public service as the majority."	78	80	81	84	77	76	**68**	79	80	83	**87**	81
"The minority language group in my province receives service from the federal government in their language to the same extent the majority does."	69	57	60	65	66	70	54	**93**	89	**93**	81	**53**
"The situation of the minority community in my province has improved over the last 10 years."	66	**53**	63	58	67	67	82	64	69	77	**89**	72
"The federal government should be doing more to support the development of my province's minority community."	49	**38**	43	43	43	56	**58**	42	41	39	57	52
"In my province the future of the minority language is threatened."	30	**41**	29	38	26	36	39	**12**	14	19	25	24

(Source: Detailed Tables p. 221, 234, 247, 260, 273, 286)

EXHIBIT: 19-b)

Profiling Of The Agreement With 6 Statements About The Community

	% Agree	1st Official Language		Bilingual		Sex	
	Total Population (5,014) %	English (3,403) %	French (1,646) %	Yes (2,079) %	No (2,935) %	Male (2,197) %	Female (2,817) %
"As public service employees, it is important for us to serve the public in both official languages."	92	89	99	99	88	92	93
"In my province the minority community has the same access to jobs in the federal public service as the majority."	78	78	79	77	79	81	76
"The minority language group in my province receives service from the federal government in their language to the same extent the majority does."	69	63	81	73	66	67	71
"The situation of the minority community in my province has improved over the last 10 years."	66	66	66	65	67	68	64
"The federal government should be doing more to support the development of my province's minority community."	49	44	58	59	41	48	49
"In my province the future of the minority language is threatened."	30	29	34	38	25	28	32

(Source: Detailed Tables p. 219, 232, 245, 258, 271, 284)

EXHIBIT: 19-c)

Profiling Of The Agreement With 6 Statements About The Community

	% Agree	Employee Category					
	Total Population (5,014) %	Manage-ment (137) %	Scientific/ Professional (778) %	Admin./ Foreign (2,172) %	Tech-nical (633) %	Admin. Supp. (1,093) %	Opera-tional (201) %
"As public service employees, it is important for us to serve the public in both official languages."	92	96	90	94	**87**	93	**97**
"In my province the minority community has the same access to jobs in the federal public service as the majority."	78	81	76	78	**84**	**76**	83
"The minority language group in my province receives service from the federal government in their language to the same extent the majority does."	69	59	59	72	**58**	76	**80**
"The situation of the minority community in my province has improved over the last 10 years."	66	**71**	60	66	**63**	70	66
"The federal government should be doing more to support the development of my province's minority community."	49	48	45	50	**44**	**52**	**44**
"In my province the future of the minority language is threatened."	30	**34**	31	32	28	28	**27**

(Source: Detailed Tables p. 220, 233, 246, 259, 272, 285)

E. IMPORTANCE DEPARTMENT PLACES ON LANGUAGE POLICIES

1. Importance Own Department Places On Language Policies

Using a scaled question on importance ("great deal", "some", "not much"), we asked public servants for their view on how much importance their own department placed on implementing Official Languages policies.

Bilingual public servants, whether they are in bilingual or unilingual regions, and notwithstanding the size of the department in which they work, mostly felt their department placed a "great deal" or "some" importance on implementing policies. Unilingual respondents were rather less categorical and they tended to view their departments as placing **somewhat less** importance if they were in Unilingual regions and in Larger departments (over 2,000 employees).

(See Exhibit: 20-a))

EXHIBIT: 20-a)

Importance Own Department Places On Implementing Official Languages Policies

	Great Deal/Some Importance		
	Bilingual Respondents (1,634) %	Unilingual English Respondents (2,667) %	Unilingual French Respondents (268) %
Regions:			
Bilingual Regions	92	95	88
Unilingual English Regions	83	72	n/a
Unilingual French Region	89	76	93
Departments:			
Very Large (15,000 +)	90	79	94
Large (7,000–15,000)	89	75	88
Medium (2,000–7,000)	91	76	89
Small (200–2,000)	95	89	88
Very Small (<200)	98	100	n/a

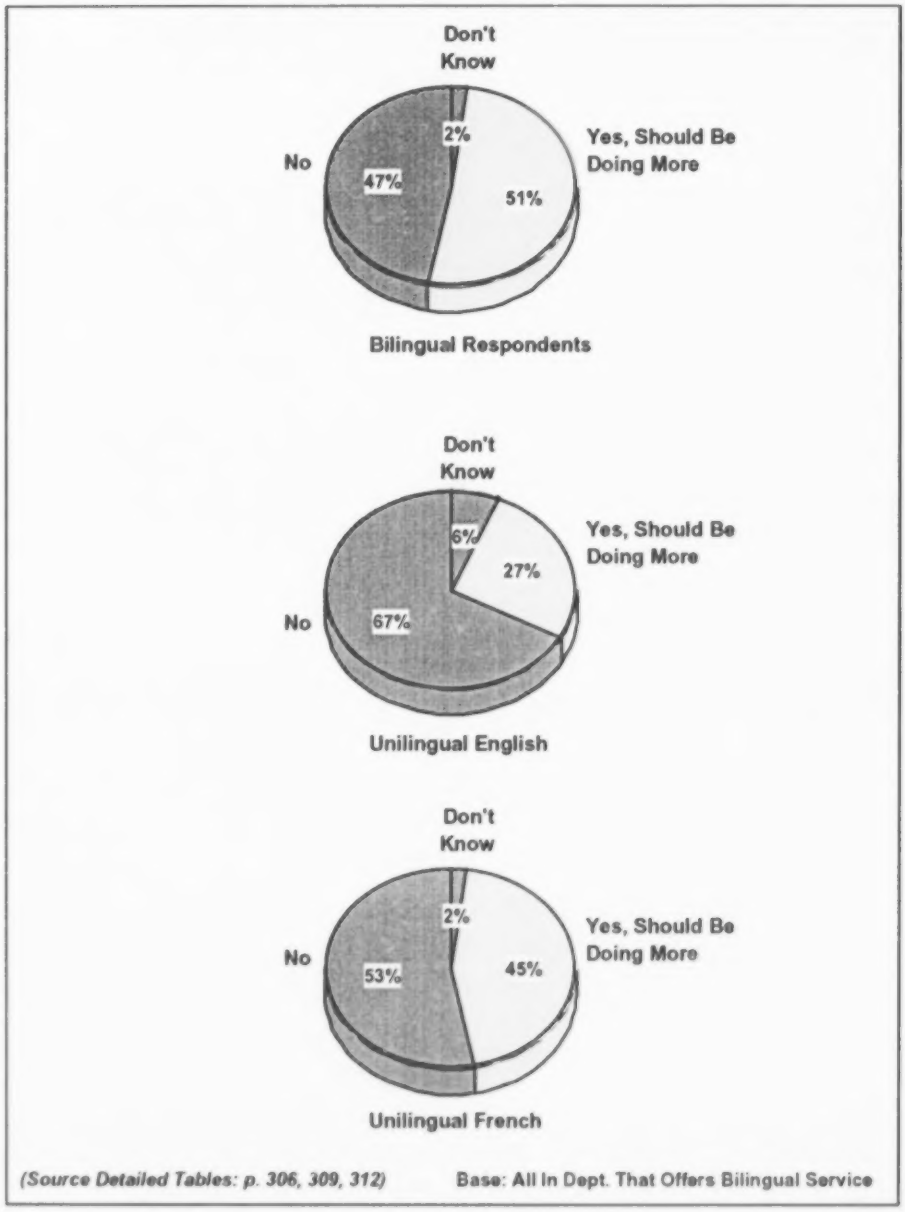
(Source: Detailed Tables p. 298–299, 301–2, 304–5, 317–318)

When asked if their department should be doing more to encourage application of Official Languages policies, around half the bilingual and unilingual French-speaking employees said their department should be doing more, compared to about 1-in-4 of the unilingual English employees. Clearly, the perceptions surrounding this issue are coloured by the linguistic profile of the individual and anyone who speaks French (be they unilingual or bilingual) assigns more importance to it than someone who does not speak the language.

(See Exhibit: 20-b))

EXHIBIT: 20-b)

Should Department Be Doing More To Encourage Application Of Official Languages Policies



(Source Detailed Tables: p. 306, 309, 312) Base: All In Dept. That Offers Bilingual Service

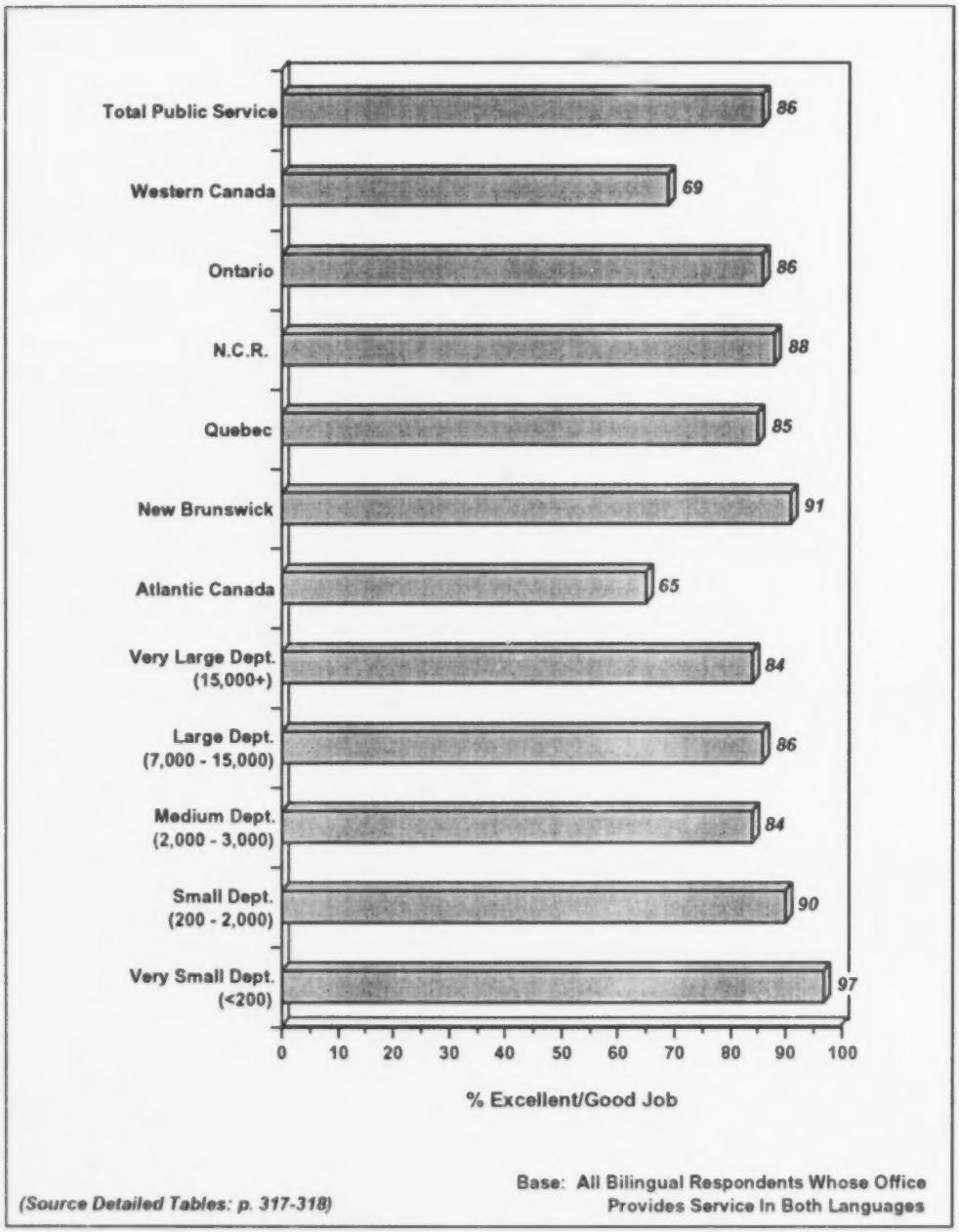
2. Evaluation Of Job Own Office Is Doing

All bilingual respondents whose office provided service to the public in both official languages were asked how good a job their office was doing. (As an aside, being bilingual meant they were in a position to assess the quality of this service delivery, unlike their unilingual counterparts.) Overall, most bilingual public servants felt their offices were doing a good job of providing bilingual service to the public. Only in Western Canada and Atlantic Canada was the evaluation somewhat lower in terms of being "excellent" or "good". As noted previously, smaller departments (under 2,000 employees) were rated better than larger departments in dealing with the bilingualism issue.

(See Exhibit: 20-c))

EXHIBIT: 20-c)

Evaluation Of Job Own Office Is Doing Providing Service In Both Official Languages



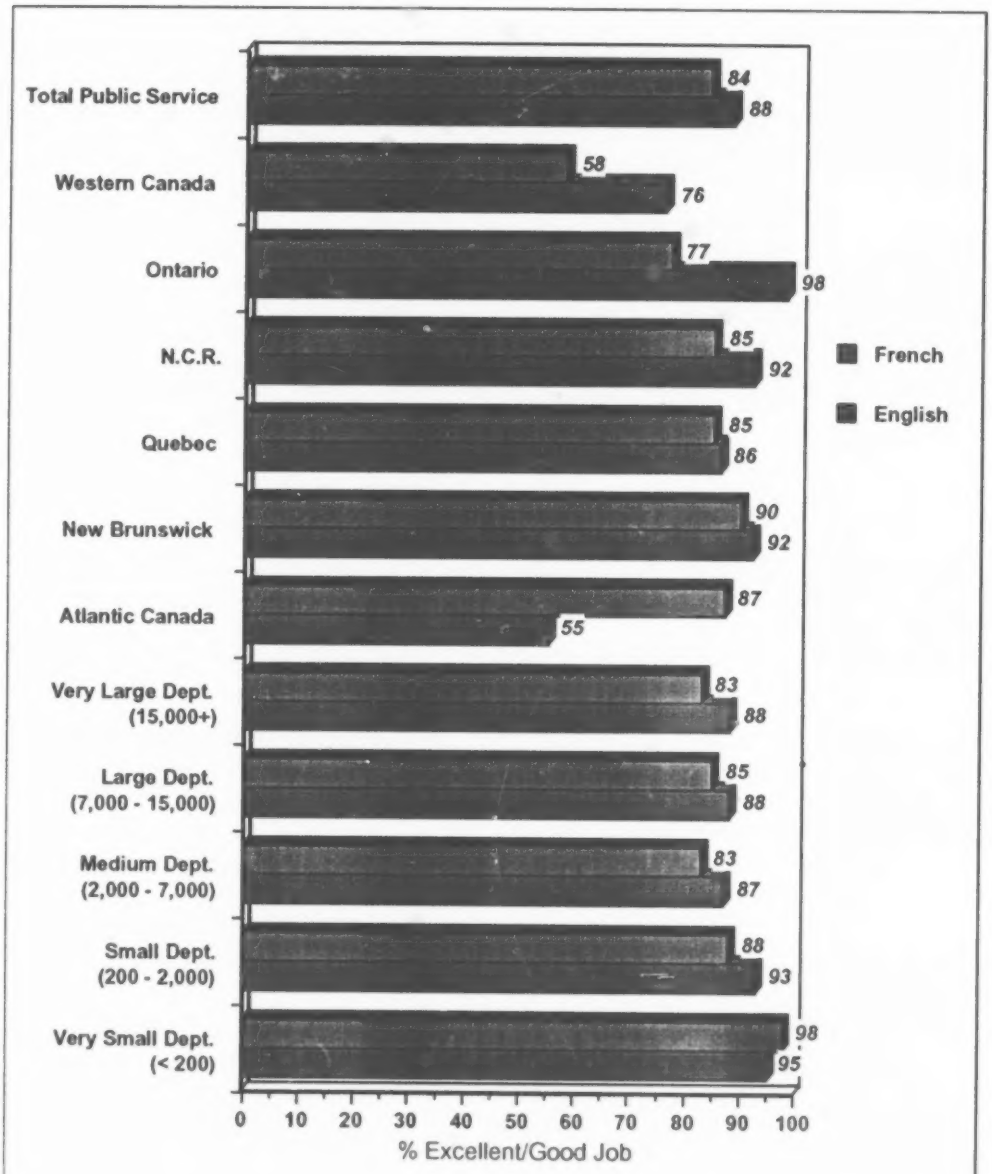
(Source Detailed Tables: p. 317-318)

Base: All Bilingual Respondents Whose Office Provides Service In Both Languages

Evaluation of the job being done by first official language showed some differences in Western Canada and Ontario where bilingual Francophones rated the performance lower, whereas in Atlantic Canada bilingual Anglophones were less impressed by the performance of their own office.

(See Exhibit: 20-d))

EXHIBIT: 20-d)
Evaluation Of Job Own Office Is Doing
— By First Official Language —



(Source Detailed Tables: p. 319-321)

Base: All Bilingual Respondents Whose Office Provides Service In Both Languages

APPENDIX

– Copy Of Questionnaires –

(French And English)

INTRODUCTION:

Bonjour/Bonsoir. Puis-je parler à **(NOM DE L'EMPLOYÉ)**?
(UNE FOIS EN LIGNE AVEC LE RÉPONDANT) Mon nom est **(NOM DE L'INTERVIEWEUR AU COMPLET)** de NFO CFgroup, une maison de sondage d'opinion. Je vous appelle au sujet de l'étude mandatée par le gouvernement du Canada sur les langues officielles dans le secteur public. Vous vous souvenez peut-être du Bulletin émis par la présidente du Conseil du Trésor décrivant la nature et le but du sondage (Bulletin n° 8, 28 novembre 2001). Vos commentaires sont essentiels mais, bien entendu, ils doivent être donnés volontairement et vous pouvez, sans préjudice, refuser de répondre aux questions. Les questions ne prendront que 10 ou 15 minutes de votre temps. Soyez assuré(e) que toutes vos réponses seront traitées confidentiellement et seront toujours combinées à celles d'autres répondants afin d'éviter qu'elles vous soient imputées personnellement. L'entrevue peut se dérouler en français ou en anglais, selon votre préférence. **(AU BESOIN, DITES :)** Un autre intervieweur vous rappellera pour effectuer l'entrevue en anglais.

QT: 1A Indépendamment des autres langues que vous parlez, laquelle des deux langues considérez-vous comme étant votre première langue officielle, le français ou l'anglais?

AL
L'anglais 1
Le français 2
Les deux 3

QT: 1B Et quelle est votre langue maternelle, c'est-à-dire la première langue que vous avez parlée dans votre enfance et que vous comprenez toujours?

AL
L'anglais 1
Le français 2
Autre 3

QT: 2 Et quelles sont les exigences linguistiques de votre poste? **(LISEZ)**

AL
Anglais essentiel 1
Français essentiel 2
Anglais ou français essentiel (réversible) 3
Bilingue 4
NE SAIT PAS 5
NE S'APPLIQUE PAS 6

QT: 3A Comment évalueriez-vous personnellement votre connaissance de l'autre langue officielle, c'est-à-dire (DU FRANÇAIS / DE L'ANGLAIS)? Le comprenez-vous... **(LISEZ)** **IF BOTH AT Q.1, GO TO Q.4A**

AL
Parfaitement 1
Assez bien 2
Avec difficulté 3
Ou, Pas du tout ..... 4 — **PASSEZ À Q.4A**

QT: 3B Et pour ce qui est de votre facilité à parler l'autre langue officielle? La parlez-vous... **(LISEZ)**

AL
Couramment 1
Avec une certaine facilité 2
Avec difficulté 3
Ou, Pas du tout 4

QT: 4A Est-ce que vos connaissances linguistiques ont déjà été testées au sein de la fonction publique?

AL
Oui 1
Non ..... 2 — **PASSEZ À Q.5A**

QT: 4B Et quelles notes avez-vous obtenues en... ?

AL
Lecture : A, B, C, E
Langue écrite : A, B, C, E
Langue parlée : A, B, C, E

A=ELEMENTARY
B=INTERMEDIATE
C=SUPERIOR
E=EXEMPT

Maintenant, parlons un peu de votre milieu de travail et plus spécifiquement de votre superviseur, de vos collègues ou subalternes et de leur profil linguistique.

QT: 5A Tout d'abord, est-ce que la première langue officielle de votre superviseur est le français ou l'anglais?

AL
L'anglais 1
Le français 2
Les deux ..... 2 — **PASSEZ À Q.5C**
NSP 4

QT: 5B Est-il / elle un(e) (FRANCOPHONE / ANGLOPHONE) bilingue ou unilingue?

AL
Bilingue 1
Unilingue 2

(SI LE SUPERVISEUR ET LE RÉPONDANT SONT BILINGUES, POSEZ. AUTREMENT, PASSEZ À Q.6)

QT: 5C Quelle langue parlez-vous avec votre superviseur?

AL
Anglais 1
Français 2
Les deux ..... 3 —**POSEZ Q.5D**
AUTRE 4

	(SI LES DEUX À Q.5C)	
QT: 5D	Quel pourcentage du temps parlez-vous (FRANÇAIS / ANGLAIS) avec lui / elle?	**INSERT SUPERVISOR'S OTHER OFFICIAL LANGUAGE**
AL	_____ % FRANÇAIS / ANGLAIS	
QT: 6	Qu'en est-il de vos collègues de travail qui se rapportent directement au superviseur dont nous venons de parler? Environ combien sont des... **(LISEZ) (SI INCERTAIN, DEMANDEZ UNE APPROXIMATION)**	
AL	Anglophones bilingues ..... _____ Francophones bilingues ..... _____ Anglophones unilingues ..... _____ Francophones unilingues ..... _____	
QT: 7A	Et qu'en est-il des subalternes qui se rapportent à vous, environ combien sont des... **(LISEZ) (SI INCERTAIN, DEMANDEZ UNE APPROXIMATION)**	
AL	Anglophones bilingues ..... _____ Francophones bilingues ..... _____ Anglophones unilingues ..... _____ Francophones unilingues ..... _____ PAS DE SUBALTERNES ..... ❑	
	(SI BILINGUE—CODE 1, 2 OU 3 À Q.3A OU LES DEUX À Q.1, POSEZ :)	
QT: 7B	Dans le cadre de votre travail, avez-vous des contacts avec des membres du public, en dehors de la fonction publique, avec qui vous conversez dans les deux langues officielles?	
AL	Oui .....1 Non 2	
	(SI BILINGUE—ET SUPERVISEUR, COLLÈGUES OU SUBALTERNES PARLENT LES DEUX LANGUES OFFICIELLES À Q.5-B), 6 OU 7, POSEZ. AUTREMENT, PASSEZ À Q.8D)	
QT: 8A	En pensant à une journée de travail ordinaire, et à votre interaction avec votre superviseur, vos collègues et subalternes mais **non** avec des membres du public, quel pourcentage de votre temps passez-vous à parler (FRANÇAIS / ANGLAIS)?	**INSERT OTHER OFFICIAL LANGUAGE FROM Q.3A**
AL	_____ % FRANÇAIS / ANGLAIS	
QT: 8B	Êtes-vous satisfait(e) de ce pourcentage de/d' (FRANÇAIS / ANGLAIS)?	
AL	Oui .....1 Non 2	

(SI NON À Q.8B)

QT: 8C Quel pourcentage de/d' (FRANÇAIS / ANGLAIS) préféreriez-vous?

_____ %
FRANÇAIS / ANGLAIS

(POSEZ À TOUS)

QT: 8D Quel pourcentage des documents de travail que vous recevez, y compris les courriels et notes de service, sont...?

AL
En anglais seulement? _____ %
En français seulement? _____ %
Dans les deux langues? _____ %

QT: 8E Êtes-vous satisfait(e) de ces pourcentages?

AL
Oui 1
Non 2

(SI NON À Q.8E)

QT: 8F Quels pourcentages préféreriez-vous?

AL
Anglais _____ %
Français _____ %
Les deux _____ %

(SI LE RÉPONDANT EST BILINGUE)

QT: 8G Et quel pourcentage des documents écrits, tels que notes de service ou rapports, rédigez-vous personnellement en (FRANÇAIS / ANGLAIS)?

INSERT 1ST OFFICIAL LANGUAGE

AL
_____ %
SI AUCUN, ENTREZ «0»

NE RÉDIGE PAS DE DOCUMENTS
NI EN ANGLAIS NI EN FRANÇAIS ..... ❑

(SI RÉGION BILINGUE)

QT: 8H Assistez-vous à des réunions au travail où l'on parle le français et l'anglais? (SI OUI) Dans quelle mesure vous sentez-vous à l'aise avec l'usage des deux langues lors de ces réunions? Diriez-vous que vous vous sentez... (LISEZ)

AL
Très à l'aise 1
Assez à l'aise 2
Pas très à l'aise 3
Ou, Pas du tout à l'aise 4
NSP 5
N'ASSISTE PAS À DES RÉUNIONS OÙ LES DEUX LANGUES SONT UTILISÉES 6

(SI CODES 1 / 5 À Q.8H)

QT: 8I Et, en général, lorsque vous assistez à ces réunions bilingues, quel pourcentage de la réunion se déroule en (FRANÇAIS / ANGLAIS)?

INSERT OTHER OFFICIAL LANGUAGE

AL _____ %
SI AUCUN, ENTREZ «0»

Parlons de la Loi sur les langues officielles et comment elle s'applique aux fonctionnaires.

(POSEZ À TOUS)

QT: 9A Comment évalueriez-vous vos propres connaissances à l'égard des diverses politiques qui s'appliquent à la fonction publique et qui régissent l'usage du français et de l'anglais dans diverses situations? Diriez-vous que vous êtes... (LISEZ)

AL
Très au courant des politiques 1
Passablement au courant des politiques 2
Un peu au courant des politiques 3
Ou, Pas tellement au courant des politiques 4
NSP 5

QT: 9B Comment avez-vous ***principalement*** acquis vos connaissances au sujet des politiques linguistiques? Est-ce... (LISEZ)

AL
En lisant les politiques ou les bulletins que votre employeur vous a envoyés 1
De bouche à oreille, par l'entremise de vos superviseurs ou collègues 2
En assistant aux réunions ou événements prévus pour expliquer les politiques aux employés 3
Ou, N'avez-vous rien fait de précis pour acquérir vos connaissances de ces politiques? 4
Autre (précisez) _____
_____
NSP 5

PAS DE Q.10A

QT: 10B Diriez-vous que les politiques sur les langues officielles sont équitables pour les deux groupes linguistiques?

AL
Oui 1
Non ..... 2 — POSEZ Q.10C
NSP 3

QT: 10C Pour quel groupe ne sont-elles pas équitables?

AL
Francophones 1
Anglophones 2
Les deux 3

QT: 10D	Pourquoi dites-vous cela? **(NE LISEZ PAS)**	
AL	ON NOUS FORCE À APPRENDRE LA LANGUE ..... 1 PERSONNE ICI NE PARLE L'AUTRE LANGUE ..... 2 AUTRE (PRÉCISEZ)	
QT: 11	J'aimerais vous lire certains énoncés au sujet des politiques qui gouvernent l'usage de l'anglais et du français dans la fonction publique et, pour chaque énoncé, veuillez me dire s'il est vrai ou faux. Premier énoncé... Est-ce vrai ou faux?	
-A)	«Au Canada, certaines régions sont désignées comme étant bilingues quant à la langue de travail dans la fonction publique—la Région de la Capitale nationale, le Nouveau-Brunswick et certaines régions de l'Ontario et du Québec.»	**ASK –A) FIRST.** **RANDOM ORDER FOR –B) TO –G).** **-H) ALWAYS LAST.**
-B)	«Selon la réglementation, le gouvernement fédéral doit offrir le service au public dans les deux langues dans tous les bureaux à travers le pays.»	
-C)	«Les politiques du gouvernement en matière linguistique permettent aux superviseurs de déterminer la langue officielle qui sera utilisée dans une unité de travail.»	
-D)	«Les politiques linguistiques stipulent qu'il incombe au client d'exiger le service dans la langue de son choix.»	
-E)	«Dans la fonction publique, tous les employés, qu'ils soient francophones ou anglophones, ont le droit de travailler dans la langue officielle qu'ils préfèrent.»	
-F)	«Le but des politiques linguistiques est de s'assurer que la majorité des emplois dans la fonction publique soit bilingue.»	
-G)	«Les politiques du gouvernement fédéral sont conçues afin de mettre le français et l'anglais sur un pied d'égalité dans la fonction publique.»	

-H) «L'un des buts principaux de la politique linguistique dans la fonction publique est de garantir l'équité en matière d'emploi autant pour les Canadiens de langue française que pour ceux de langue anglaise.»

AL
Vrai 1
Faux 2
NSP 3

QT: 12 Maintenant, parlons un peu de vos opinions à l'égard des politiques du gouvernement fédéral pour ce qui est de promouvoir l'usage du français et de l'anglais dans la fonction publique. Je vais vous lire quelques énoncés et pour chacun veuillez me dire dans quelle mesure vous êtes d'accord ou en désaccord avec chacun.

Le premier énoncé... **(AU HASARD)** Êtes-vous tout à fait d'accord, plutôt d'accord, plutôt en désaccord ou tout à fait en désaccord avec cet énoncé?

STATEMENTS –A) TO –P) PRESENTED IN RANDOM ORDER

-A) «Le bilinguisme dans la fonction publique fédérale encourage l'unité nationale et un sens d'appartenance.»

-B) «La promotion du bilinguisme dans la fonction publique fédérale est un gaspillage de temps et d'argent.»

-C) «L'usage des deux langues dans la fonction publique fédérale génère des tensions et du mauvais sang chez les employés qui ne parlent pas l'autre langue.»

-D) «Le gouvernement fédéral devrait en faire plus pour promouvoir les deux langues officielles dans la fonction publique.»

-E) Je suis prêt(e) à faire un effort pour encourager le bilinguisme dans mon lieu de travail.»

(SI LE RÉPONDANT EST BILINGUE)

-F) «Si j'avais le choix, je préférerais travailler uniquement dans ma première langue officielle.»

-G) «Les politiques linguistiques dans la fonction publique fédérale favorisent les francophones.»

-H) «Je suis généralement satisfait(e) des politiques actuelles du gouvernement fédéral en matière de langue et l'impact qu'elles ont sur moi.»

-I) «Je suis sûr(e) que, dans la fonction publique fédérale, tout problème linguistique qui survient peut être résolu équitablement à la satisfaction de tous.»

-J) «Au lieu du bilinguisme institutionnalisé, on devrait avoir uniquement du français au Québec et uniquement de l'anglais partout ailleurs.»

	PAS DE –K)	
-L)	«En permettant aux employés de la fonction publique de travailler dans leur première langue officielle on leur donne l'occasion de contribuer davantage à leur organisation.»	
	PAS DE –M)	
	(SI LE RÉPONDANT N'EST PAS BILINGUE)	
-N)	«Si j'en avais l'occasion, j'aimerais apprendre l'autre langue officielle.»	
-O)	«Il est important que l'accueil soit bilingue lorsqu'on fait affaire avec le public.»	
-P)	«Lorsque j'appelle la Région de la Capitale nationale pour obtenir de l'information ou faire une demande, il y a toujours quelqu'un qui peut me parler en (FRANÇAIS / ANGLAIS).»	**RESPONDENT'S FIRST OFFICIAL LANGUAGE**
AL	Tout à fait d'accord.....1 Plutôt d'accord.....2 Plutôt en désaccord.....3 Tout à fait en désaccord.....4 NSP/NE S'APPLIQUE PAS.....5	
QT: 13	Maintenant, j'aimerais vous poser quelques questions au sujet de la communauté où vous demeurez. Encore une fois, je vais vous lire quelques énoncés et pour chacun veuillez me dire dans quelle mesure vous êtes d'accord ou en désaccord.	**RANDOM PRESENTATION OF –A) TO –E)**
-A)	«À titre d'employés de la fonction publique, il est important pour nous de servir le public dans les deux langues officielles.»	
-B)	«Les francophones dans ma province reçoivent les services du gouvernement fédéral dans leur langue au même titre que les anglophones.»	**IN QUEBEC, REVERSE THE TWO LANGUAGES**
-C)	«Dans ma province, l'avenir de la langue (FRANÇAISE / ANGLAISE) est menacée.»	**INSERT LANGUAGE OF MINORITY**
-D)	«Le gouvernement fédéral devrait en faire davantage pour encourager le développement de la communauté minoritaire (FRANÇAISE / ANGLAISE) dans ma province.»	**INSERT LANGUAGE OF MINORITY**
-E)	«Dans ma province, la communauté minoritaire (FRANCOPHONE / ANGLOPHONE) a le même accès aux emplois dans la fonction publique fédérale que la majorité.»	**INSERT LANGUAGE OF MINORITY**
-F)	«La condition de la communauté minoritaire (FRANÇAISE / ANGLAISE) dans ma province s'est améliorée au cours des 10 dernières années.»	
AL	Tout à fait d'accord.....1 Plutôt d'accord.....2 Plutôt en désaccord.....3 Tout à fait en désaccord.....4	

NSP/NE S'APPLIQUE PAS.....5

14. Parlons un peu de votre propre institution ou organisme.

-A) Selon vous, quelle importance votre institution accorde-t-elle à la mise en oeuvre des politiques sur les langues officielles? Diriez-vous qu'elle y accorde... **(LISEZ)**

AL
Une très grande importance.....1
Une certaine importance 2
Ou, Peu d'importance.....3
NSP.....4

-B) Est-ce que votre institution devrait en faire plus pour encourager l'application des politiques sur les langues officielles?

AL
Oui 1
Non 2
NSP.....3

-C) Est-ce que le bureau où vous travaillez fournit le service au public dans les deux langues officielles?

AL
Oui 1
Non .....2 — **PASSEZ À Q.15**

-D) Diriez-vous qu'il offre un service dans les deux langues qui est... (LISEZ)

AL
Excellent 1
Bon 2
Adéquat 3
Ou, Médiocre 4
NSP 5

Maintenant, quelques questions finales qui serviront à des fins de classification.

QT: 15 Depuis combien d'années travaillez-vous dans la fonction publique fédérale?

AL
_____

QT: 16A Avez-vous déjà reçu une formation linguistique depuis que vous êtes dans la fonction publique fédérale?

AL
Oui 1
Non 2

QT: 16B Seriez-vous intéressé(e) à suivre des cours de langue?

AL
Oui 1
Non 2

QT: 16C Avez-vous l'impression que dans votre poste vous pourriez suivre des cours de formation linguistique si vous le vouliez?

AL
Oui 1
Non 2

QT: 17 Dans lequel des groupes d'âge suivants vous situez-vous? (LISEZ)

AL
Moins de 18 ans 1
18-24 ans 2
25-34 ans 3
35-44 ans 4
45-54 ans 5
55-64 ans 6
65 ans et plus 7
REFUSE 8

QT: 18 Quelle est votre classification d'emploi? D'abord le groupe, puis le niveau.

AL

_____
GROUPE

_____
NIVEAU

QT: 19 SEXE :

MASCULIN.....1
FÉMININ.....2

Merci beaucoup de nous avoir aidés.

INTRODUCTION:

Hello. May I please speak to **(NAME OF EMPLOYEE)**?
(ONCE YOU HAVE RESPONDENT) My name is **(INTERVIEWER FULL NAME)** from NFO CFgroup, a survey and opinion research firm. I am calling with regards to the study on official languages in the public service commissioned by the Government of Canada. You may recall the Bulletin that was issued by the President of the Treasury Board describing the nature and purpose of the survey (Bulletin #8, Nov. 28, 2001). Your input is critical but, of course, it is purely voluntary and you may, without prejudice, decline to respond. The questions will only take about 10 or 15 minutes of your time. Be assured that all your responses will be treated as confidential and will always be combined with those of other respondents from all government departments in order to prevent individual attribution. The interview can be conducted in English or French, as you prefer. **(IF NECESSARY, SAY:)** Another interviewer will call you back to conduct the interview in French.

QT: 1A Regardless of any other languages you speak, which of the two do you consider to be your first official language, English or French?

AL
English.....1
French.....2
Both.....3

QT: 1B And what is your mother tongue, that is, the language first spoken in childhood and still understood?

AL
English.....1
French.....2
Other.....3

QT: 2 And the language requirements of your position are... **(READ)**?

AL
English essential.....1
French essential.....2
English or French essential (reversible).....3
Bilingual.....4
DON'T KNOW.....5
NOT APPLICABLE.....6

QT: 3A How would you personally rate your knowledge of the other official language, that is (ENGLISH / FRENCH)? Do you understand it... **(READ)** **IF BOTH AT Q.1, GO TO Q.4A**

AL
Perfectly.....1
Mostly.....2
With difficulty.....3
Or, Not at all.....4 —**GO TO Q.4A**

QT: 3B What about speaking the other official language? Do you speak it... (READ)

AL
- Fluently 1
- With some ease 2
- With difficulty 3
- Or, Not at all 4

QT: 4A Have you ever been tested for language proficiency within the public service?

AL
- Yes 1
- No ..... 2 —GO TO Q.5A

QT: 4B And what scores did you receive for... ?

AL
- Reading: A, B, C, E
- Writing: A, B, C, E
- Speaking: A, B, C, E

A=ELEMENTARY
B=INTERMEDIATE
C=SUPERIOR
E=EXEMPT

Now, let's talk a little about your working environment, more specifically your supervisor, colleagues or subordinates and their linguistic profiles.

QT: 5A First of all, is your supervisor English-speaking or French-speaking in terms of his or her first official language?

AL
- English-speaking 1
- French-speaking 2
- Both ..... 2 —GO TO Q.5C
- DK 4

QT: 5B Is he or she a bilingual or unilingual (ANGLOPHONE / FRANCOPHONE)?

AL
- Bilingual 1
- Unilingual 2

(IF SUPERVISOR AND RESPONDENT ARE BILINGUAL ASK. OTHERWISE, GO TO Q.6)

QT: 5C What language do you speak with your supervisor?

AL
- English 1
- French 2
- Both ..... 3 —ASK Q.5D
- OTHER 4

(IF BOTH AT Q.5C)

QT: 5D What proportion of the time do you speak (ENGLISH / FRENCH) with him / her?

INSERT SUPERVISOR'S OTHER OFFICIAL LANGUAGE

AL % _____
ENGLISH / FRENCH

QT: 6 What about the colleagues you work with who report directly to the supervisor we just talked about? About how many are... **(READ) (IF UNSURE GET AN APPROXIMATION)**

AL
Bilingual Anglophones ..... _____
Bilingual Francophones ..... _____
Unilingual Anglophones ..... _____
Unilingual Francophones ..... _____

QT: 7A What about subordinates who report to you, about how many are... **(READ) (IF UNSURE GET AN APPROXIMATION)**

AL
Bilingual Anglophones ..... _____
Bilingual Francophones ..... _____
Unilingual Anglophones ..... _____
Unilingual Francophones ..... _____

NO SUBORDINATES ..... ❑

(IF BILINGUAL—CODE 1, 2 OR 3 AT Q.3A OR BOTH AT Q.1, ASK:)
QT: 7B As part of your job do you have any contact with members of the public outside the public service with whom you converse in both official languages?

AL
Yes 1
No 2

(IF BILINGUAL—AND SUPERVISOR, COLLEAGUES, OR SUBORDINATES SPEAK BOTH OFFICIAL LANGUAGES AT Q.5-B), 6 OR 7, ASK. OTHERWISE, GO TO Q.8D)
QT: 8A Thinking of your working day on average, and your interaction with your supervisor, colleagues and subordinates but **not** with members of the public, what proportion of your time is spent speaking (ENGLISH / FRENCH)?

INSERT OTHER OFFICIAL LANGUAGE FROM Q.3A

AL % _____
ENGLISH / FRENCH

QT: 8B Are you satisfied with this proportion of (ENGLISH / FRENCH)?

AL
Yes 1
No 2

(IF NO AT Q.8B)

QT: 8C What proportion of (ENGLISH / FRENCH) would you prefer?

% _____
ENGLISH / FRENCH

(ASK ALL)

QT: 8D What proportion of the work documents including e-mails and memos you receive are...?

AL
in English only? _____ %
in French only? _____ %
in Both languages? _____ %

QT: 8E Are you satisfied with these proportions?

AL
Yes 1
No 2

(IF NO AT Q.8E)

QT: 8F What proportions would you prefer?

AL
English _____ %
French _____ %
Both _____ %

(IF RESPONDENT IS BILINGUAL)

QT: 8G And what proportion of the written documents like memos or reports you personally produce are written in (ENGLISH / FRENCH)?

INSERT 1ST OFFICIAL LANGUAGE

AL
% _____
IF NONE, ENTER "0"

DOES NOT WRITE ANY DOCUMENTS IN EITHER LANGUAGE ..... ❑

(IF BILINGUAL REGION)

QT: 8H Do you attend meetings at work where both English and French are spoken? **(IF YES)** How comfortable are you with the use of both languages in meetings? Would you say... **(READ)**

AL
Very comfortable 1
Somewhat comfortable 2
Not very comfortable 3
Or, Not at all comfortable 4
DK 5
DOES NOT ATTEND MEETINGS WHERE BOTH LANGUAGES ARE USED 6

(IF CODES 1 / 5 AT Q.8H)

QT: 8I And in general when you attend these bilingual meetings what proportion of the meeting would be conducted in (ENGLISH / FRENCH)?

INSERT OTHER OFFICIAL LANGUAGE

AL % _____
IF NONE, ENTER "0"

Let's talk about the Official Languages Act and how it applies to public servants.

(ASK ALL)

QT: 9A How would you rate your own knowledge of the various policies that apply in the public service and that govern the use of English and French in various situations? Would you say you had... **(READ)**

AL
Complete knowledge of the policies 1
Fairly complete knowledge of the policies 2
Some knowledge of the policies 3
Or, Not much knowledge of the policies 4
DK 5

QT: 9B How did you ***mainly*** acquire this knowledge about the policies, was it... **(READ)**

AL
By reading the policies or bulletins sent to you by your employer 1
By word-of-mouth from supervisors or colleagues 2
By attending meetings or events planned around explaining the policies to employees 3
Or, Did you not do anything in particular to acquire your knowledge of the policies? 4
Other (SPECIFY)_____
_____
DK 5

NO Q. 10A

QT: 10B Would you say the Official Languages policies are fair to both linguistic groups?

AL
Yes 1
No ..... 2 **—ASK Q.10c**
DK 3

QT: 10C Which group is it unfair to?

AL
Francophones 1
Anglophones 2
Both 3

QT: 10D	What makes you say that? **(DO NOT READ)**	
AL	THEY ARE FORCING US TO LEARN THE LANGUAGE ..... 1 NOBODY AROUND HERE SPEAKS THE OTHER LANGUAGE..... 2 OTHER (SPECIFY) _____ _____	
QT: 11	I would like to read some statements to you about the policies governing the use of English and French in the public service, and for each one please tell me if it is true or false. First statement... Is that true or false?	
-A)	"In Canada, some regions are designated bilingual for language of work in the public service—the National Capital Region, New Brunswick and parts of Ontario and Quebec."	**ASK –A) FIRST.** **RANDOM ORDER FOR –B) TO –G).** **-H) ALWAYS LAST.**
-B)	"According to regulations, the federal government must provide bilingual services to the public in all offices across the country."	
-C)	"Government language policies allow supervisors to determine which language a unit will work in."	
-D)	"Language policies state that it is the client's responsibility to request service in the language of his or her choice."	
-E)	"All employees in the public service, be they English or French-speaking, have the right to work in their preferred official language."	
-F)	"The goal of the language policies is to make the majority of public service positions bilingual."	
-G)	"The federal government's policies were designed to ensure that French and English have equal status in the public service."	

-H)	"One of the main purposes of language policies in the public service is to ensure equal access to jobs for English-speaking and French-speaking Canadians."	
AL	True .....1 False .....2 DK 3	
QT: 12	Now let's talk a little about your opinions concerning the federal government's policies promoting the use of English and French in the public service. I will read you a few statements and for each one please tell me how much you agree or disagree with it.	
	First statement... **(RANDOM)** Do you totally agree, somewhat agree, somewhat disagree or totally disagree with this statement?	**STATEMENTS –A) TO –P) PRESENTED IN RANDOM ORDER**
-A)	"Bilingualism in the federal public service promotes national unity and a feeling of belonging."	
-B)	"Promoting bilingualism in the federal public service is a waste of time and money."	
-C)	"Using both languages in the federal public service generates tensions and bad feelings between employees who do not speak the other language."	
-D)	"The federal government should be doing more to promote both official languages in the public service."	
-E)	"I am willing to make an effort to foster bilingualism in my work place."	
	(IF RESPONDENT IS BILINGUAL)	
-F)	"Given a choice I would prefer to work only in my first official language."	
-G)	"Language policies in the federal public service favour Francophones."	
-H)	"I am generally satisfied with the federal government's current language policies as they affect me personally."	
-I)	"I am confident that in the federal public service any linguistic problems that arise can be resolved equitably to everyone's satisfaction."	
-J)	"Instead of official bilingualism it should be French only in Quebec and English only everywhere else."	
	NO –K)	
-L)	"Allowing public service employees to work in their first official language enables them to contribute more to their organization."	
	NO –M)	

	(IF RESPONDENT IS NOT BILINGUAL)	
-N)	"Given the opportunity, I would like to learn the other official language."	
-O)	"It is important to use a bilingual form of greeting when dealing with the public."	
-P)	"When I call the National Capital Region for information or a request, I can always get someone who speaks to me in (ENGLISH / FRENCH)."	**RESPONDENT'S FIRST OFFICIAL LANGUAGE**
AL	Totally agree.....1 Somewhat agree .....2 Somewhat disagree.....3 Totally disagree .....4 DK/NA.....5	
QT: 13	Now I would like to ask you a few questions about the community you live in. Once again I will read you a few statements and for each one please tell me how much you agree or disagree with it.	**RANDOM PRESENTATION OF –A) TO –E)**
-A)	"As public service employees, it is important for us to serve the public in both official languages."	
-B)	"Francophones in my province receive service from the federal government in their language to the same extent Anglophones do."	**IN QUEBEC, REVERSE THE TWO LANGUAGES**
-C)	"In my province the future of the (ENGLISH / FRENCH) language is threatened."	**INSERT LANGUAGE OF MINORITY**
-D)	"The federal government should be doing more to support the development of my province's (ENGLISH / FRENCH) minority community."	**INSERT LANGUAGE OF MINORITY**
-E)	"In my province the (ENGLISH / FRENCH) minority community has the same access to jobs in the federal public service as the majority."	**INSERT LANGUAGE OF MINORITY**
-F)	"The situation of the (ENGLISH / FRENCH) minority community in my province has improved over the last 10 years."	
AL	Totally agree.....1 Somewhat agree .....2 Somewhat disagree.....3 Totally disagree .....4 DK/NA.....5	
14.	Let's talk a little about your own department.	
-A)	How much importance do you feel your department places on implementing Official Languages policies? Would you say... **(READ)**	
AL	A great deal of importance .....1 Some importance 2	

Or, Not much importance 3
DK.....4

-B) Should your department be doing more in terms of encouraging application of Official Languages policies?

AL
Yes 1
No 2
DK.....3

-C) Does your office where you work provide service to the public in both official languages?

AL
Yes 1
No .....2 —GO TO **Q.15**

-D) Would you say it is doing... **(READ)**

AL
An excellent job of it 1
A good job 2
A fair job 3
Or, A poor job of providing service in both languages..... 4
DK..... 5

Now a few final questions for classification purposes.

QT: 15 How many years have you been working for the federal public service?

AL _____

QT: 16A Have you ever undergone language training in the federal public service?

AL
Yes 1
No..... 2

QT: 16B Would you be interested in receiving (more) language training?

AL
Yes 1
No..... 2

QT: 16C Do you feel you have access to language training in your position?

AL
Yes 1
No..... 2

QT: 17 Which of the following age groups do you belong to? **(READ)**

AL
Under 18 years..... 1
18-24 years..... 2
25-34 years..... 3
35-44 years..... 4
45-54 years..... 5
55-64 years..... 6
65 years and over..... 7
REFUSED..... 8

QT: 18 What is your job classification? First the group, and then the level.

AL

_____
GROUP

_____
LEVEL

QT: 19 RECORD SEX:

MALE.....1
FEMALE.....2

Thank you very much for your help.